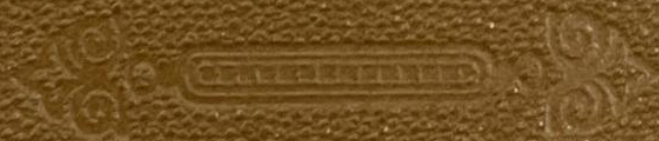


REPORT
OF THE
BOARD
OF
EDUCATION
TO THE
COMM'RS
OF THE
DISTRICT
OF
COLUMBIA
—
1905-1906



REPORT
OF THE
BOARD OF EDUCATION

TO THE
COMMISSIONERS OF THE
DISTRICT OF COLUMBIA

1905-6



WASHINGTON
GOVERNMENT PRINTING OFFICE
1907

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SCHOOL CALENDAR.

1906.	School opened.....	September 17.
	Thanksgiving.....	November 29 and 30.
	Christmas.....	December 21 to January 1, 1907, inclusive.
1907.	Washington's Birthday.....	February 22.
	Easter.....	March 29 to April 5, inclusive.
	Memorial Day	May 30.
	School closes.....	June 19.
	School opens.....	September 23.

SCHOOL DIRECTORY OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

1906-1907.

MEMBERS.

GEORGE W. BAIRD, 1505 Rhode Island avenue NW.
BARTON W. EVERMANN, 1425 Clifton street NW.
JOHN F. COOK, 1118 Sixteenth street NW.
MRS. ELLEN SPENCER MUSSEY, 416 Fifth street NW.
W. V. COX, Second National Bank.
JAMES F. OYSTER, 900 Pennsylvania avenue NW.
MRS. MARY CHURCH TERRELL, 326 T street NW.
MRS. JUSTINA R. HILL, 1738 Q street NW.
OLIVER W. ATWOOD, 1315 T street NW.

OFFICERS OF THE BOARD.

President, GEORGE W. BAIRD, 1505 Rhode Island avenue NW.
Vice-President, BARTON W. EVERMANN, 1425 Clifton street NW.
Secretary, WILLIAM W. CONNER, 223 Tenth street NE.

CLERKS.

JOHN W. F. SMITH, 816 Fourth street NW.
JOHN W. DE MAINE, 1326 I street NW.
RAYMOND O. WILMARTH, 227 John Marshall place NW.

MESSENGER.

EDWIN G. BALINGER, Ballston, Va.

The stated meetings of the Board are held on the second and fourth Wednesdays of each month.

STANDING COMMITTEES.

Rules and by-laws.—Cox, Oyster, Cook.
Ways, means, and supplies.—Baird, Cox, Cook.
Buildings, repairs, and sanitation.—Baird, Atwood, Cook.
Normal and high schools and scholarships.—Evermann, Atwood, Mrs. Hill, Mrs. Terrell.
Teachers and janitors.—Baird, Evermann, Cook, Mrs. Mussey.
Text-books.—Evermann, Mrs. Hill, Mrs. Terrell.
Industrial education and special instruction.—Cox, Oyster, Terrell.
Military affairs.—Oyster, Cox, Atwood.
Lectures.—Baird, Evermann, Mrs. Terrell.
Playgrounds.—Mrs. Hill, Atwood, Mrs. Mussey.
Compulsory education.—Mrs. Mussey, Atwood.

BOARD OF EDUCATION DISTRICT OF COLUMBIA.

OFFICE OF SUPERINTENDENT.

WILLIAM E. CHANCELLOR, Superintendent of Public Instruction.
 PERCY M. HUGHES, Assistant Superintendent of Public Instruction.
 WINFIELD S. MONTGOMERY, Assistant Superintendent of Public Instruction.

A. T. STUART, Director of Intermediate Instruction.

Office, Franklin School; residence, 3106 Seventeenth street NW.

FIRST DIVISION.

Supervising principal, CHARLES S. CLARK.

Office, Dennison School; residence, The Manhattan, 1501 Park road, Mount Pleasant.

No. of building.	Name.	Location.	Name and residence of principal.
65	Adams.....	R street, between Seventeenth street and New Hampshire avenue NW.	Mrs. C. B. Smith, 1522 Ninth street NW.
66	Berret.....	Fourteenth and Q streets NW.....	Miss N. E. L. McLean, 1331 Q street NW.
52	Dennison.....	S street, between Thirteenth and Fourteenth streets NW.	Miss K. E. Rawlings, 3445 Holmead avenue NW.
32	Force.....	Massachusetts avenue, between Seventeenth and Eighteenth streets NW.	B. W. Murch, 627 Florida avenue NE.
15	Franklin.....	Thirteenth and K streets NW.....	C. K. Finckel, 615 Spruce street NW.
84	Harrison.....	Thirteenth street, between V and W streets NW.	Miss A. L. Sargent, 1454 Sheridan avenue NW.
119	Hubbard.....	Kenyon street, between Eleventh and Twelfth streets NW.	Horton Simpson, 1738 Fifteenth street NW.
95	Johnson.....	School and Grant streets, Mount Pleasant.	Miss C. G. Brewer, No. 106, The Ontario.
21	Johnson Annex...	School street, Mount Pleasant.....	(See Johnson School.)
125	Morgan.....	V street, between Champlain and Eighteenth streets NW.	Miss C. L. Garrison, The Olympia, Fourteenth and Roanoke streets NW.
146	Ross.....	Harvard street, between Eleventh and Thirteenth streets NW.	Miss Katherine H. Bevard, The Gladstone, R street, near Fourteenth street NW.
29	Thomson.....	Twelfth street, between K and L streets NW.	(See Franklin School.)

SECOND DIVISION.

Supervising principal, WALTER B. PATTERSON.

Office, Henry School; residence, The Princeton, 1430 V street NW.

27	Abbot.....	Sixth street and New York avenue NW.	Miss Metella King, 404 M street NW.
143	Gage.....	Second street, above U street NW...	Mrs. M. E. C. Walker, 1125 Eleventh street NW.
33	Henry.....	P street, between Sixth and Seventh streets NW.	Miss A. A. Chesney, 614 Q street NW.
44	Morse.....	R street, between New Jersey avenue and Fifth street NW.	Miss S. E. White, 1420 Irving street NW.
57	Phelps.....	Vermont avenue, between T and U streets NW.	Miss F. S. Fairley, 109 Ridge road east; P. O. box 14, District of Columbia.
86	Polk.....	Seventh and P streets NW.....	Miss M. E. Bond, 818 New Jersey avenue NW.
22	Seaton.....	I street, between Second and Third streets NW.	Miss F. L. Hendley, 1216 L street NW.
45	Twining.....	Third streets, between N and O streets NW.	Miss S. C. Collins, 623 I street NW.
51	Webster.....	Tenth and H streets NW.....	Miss S. B. Kent, 834 Thirteenth street NW.

THIRD DIVISION.

Supervising principal, EPHRAIM G. KIMBALL.

Office, Wallach School; residence, 1204 Massachusetts avenue NW.

No. of building.	Name.	Location.	Name and residence of principal.
46	Brent.....	Third and D streets SE.....	Miss Lyda Dalton, 505 B street SE.
120	Dent.....	Second street and South Carolina avenue SE.	Miss Florence Hopkins, 49 Florida avenue NW.
135	Edmonds.....	Ninth and D streets NE.	Miss M. A. McNantz, 129 Sixth street NE.
115	Hilton.....	Sixth street, between B and C streets NE.	Miss J. M. Rawlings, 131 A street NE.
67	Lenox.....	Fifth street, between G street and Virginia avenue SE.	Miss A. P. Stromberger, 1325 Massachusetts avenue SE.
55	Maury.....	B street, between Twelfth and Thirteenth streets NE.	Miss M. E. Kealey, 605 East Capitol street.
31	Peabody.....	Fifth and C streets NE.....	Miss M. A. Aukward, 128 D street SE.
59	Towers.....	Eighth and C streets SE.....	Miss N. M. Mack, 624 A street SE.
4	Wallach.....	D street, between Seventh and Eighth streets SE.	Miss Anne Beers, 177 Fourth street SE.

FOURTH DIVISION.

Supervising principal, ISAAC FAIRBROTHER.

Office, Jefferson School; residence, 924 B street SW.

42	Amidon.....	Sixth and F streets SW.....	Miss M. L. Smith, 903 French street NW.
70	Arthur.....	Arthur Place NW.....	Miss Hannah P. Johnson, 1404 Park road NW.
123	Bowen, Sayles J..	Third and K streets SW.....	Miss A. B. Neumeyer, 417 Tenth street SW.
60	Bradley.....	Thirteen-and-a-half street, between C and D streets SW.	Miss Annie Van Horn, 317 First street SE.
105	Greenleaf.....	Four-and-a-half street, between M and N streets SW.	Miss S. E. Halley, 627 Seventh street SW.
23	Jefferson.....	Sixth and D streets SW.....	C. N. Thompson, 915 Rhode Island avenue NW.
16	McCormick.....	Third street, between M and N streets SE.	Miss Lily Buehler, 326 Second street SE.
17	Potomac.....	Twelfth street between Maryland avenue and E street SW.	Miss B. M. Price, 438 New Jersey avenue SE.
64	Smallwood.....	I street, between Third and Four-and-a-half streets SW.	C. A. Johnson, 2011 S street NW.

FIFTH DIVISION.

Supervising principal, BERNARD T. JANNEY.

Office, Curtis School; residence, 1671 Thirty-first street NW.

53	Addison.....	P street, between Thirty-second and Thirty-third streets NW.	Miss C. A. Ossire, 2721 P street NW.
25	Conduit road.....	Conduit road.....	Miss Mary V. Fauth, 1420 Thirty-third street NW.
68	Corcoran.....	Twenty-eighth-street, between M street and Olive avenue NW.	Miss M. F. Gore, 1147 New Hampshire avenue NW.
26	Curtis.....	O street between Thirty-second and Thirty-third streets NW.	Miss E. M. Chase, 1363 Yale street NW.
92	Fillmore.....	Thirty-fifth street, between R and S streets NW.	Miss T. C. Roeser, 1323 R street NW.
41	Grant.....	G street, between Twenty-first and Twenty-second streets NW.	Miss F. L. Reeves, 720 Twenty-second street NW.
147	Hyde.....	O street, between Thirty-second and Thirty-third streets NW.	.....
.....	Industrial Home..	Wisconsin avenue NW.....	R. L. Haycock, Industrial Home.
69	Jackson.....	R street, between Thirtieth and Thirty-first streets NW.	Miss E. L. Godey, 2455 Eighteenth street NW.
110	Reservoir.....	Conduit road, near reservoir.....	H. W. Draper, 1509 Irving street NW.
14	Threlkeld.....	Thirty-sixth street and Prospect avenue NW.	Miss L. E. Thomas, 3114 O street NW.
114	Toner.....	Twenty-fourth and F streets NW...	Miss Blanche Beckham, 2721 N street NW.
54	Weightman.....	Twenty-third and M streets NW.....	Miss E. Macfarlane, 920 Sixteenth street NW.

BOARD OF EDUCATION DISTRICT OF COLUMBIA.

SIXTH DIVISION.

Supervising principal, STEPHEN E. KRAMER.

Office, Ludlow School; residence, 1318 S street NW.

No. of building.	Name.	Location.	Name and residence of principal.
48	Benning.....	Benning.....	Miss M. G. Young, 227 New Jersey avenue SE.
50	Blair.....	I street, between Sixth and Seventh streets NE.	Miss E. F. Goodwin, 1414 K street NW.
145	Blow.....	Nineteenth street and Benning road NE.	Miss F. B. Slater, 1803 Fourth street NW.
37	Hamilton.....	Bladensburg road.....	Miss O. A. Ebert, 808 Nineteenth street NW.
128	Kenilworth.....	Kenilworth.....	Mrs. E. A. Voorhees, Kenilworth, D. C.
142	Ludlow.....	Southeast corner Sixth and G streets NE.	Miss E. C. Dyer, 1702 Ninth street NW.
71	Madison.....	Tenth and G streets NE.....	Miss M. J. Austin, 728 F street NE.
94	Pierce.....	G and Fourteenth streets NE.....	Miss K. C. Babbington, 78 I street NW.
88	Taylor.....	Seventh street, near G street NE....	Miss G. S. Silvers, 910 L street NW.
121	Webb.....	Fifteenth and Rosedale streets NE....	Miss A. J. Bell, 1745 N. Cap. street.
136	Wheatley.....	Twelfth and N streets NE.....	Miss M. B. Pearson, 1834 Calvert street NW.

SEVENTH DIVISION.

Supervising principal, WILLIAM W. BLACK.

Office, Brightwood School; residence, 412 T street NW.

104	Brightwood.....	Brightwood.....	W. E. Nalley, Brightwood
113	Chevy Chase.....	Connecticut avenue extended.....	Miss M. Ella Given, 1761 U street NW.
35	Grant road.....	Grant road, between Wisconsin and Connecticut avenues extended.	Miss Sallie V. Lacy, 3013 Cambridge place.
72	Monroe.....	Columbia road, between Brightwood and Sherman avenues NW.	Miss H. G. Nichols, 2821 Eleventh street NW.
131	Petworth.....	Petworth.....	Miss M. W. Frank, 3409 Eslin avenue NW.
118	Takoma.....	Tacoma.....	Miss Margaret Bayly, 1333 Eleventh street NW.
102	Tenley.....	Tenley.....	W. B. Ireland, Wisconsin avenue, Tenley.
101	Woodburn.....	Riggs and Blair roads.....	Miss H. E. King, Fifth and Morrison streets NW.

EIGHTH DIVISION.

Supervising principal, HOSMER M. JOHNSON.

Office, Cranch School; residence, Anacostia, D. C.

96	Buchanan.....	E street, between Thirteenth and Fourteenth streets SE.	Miss M. R. McCauslen, 710 East Capitol street.
137	Cranch.....	Twelfth and G streets SE.....	Mrs. N. B. Croswell, 1323 Emerson street NE.
111	Congress Heights	Congress Heights.....	H. F. Lowe, 215 Fifth street NE.
122	Orr.....	Twining City.....	Miss C. A. D. Luebker, 201 D street NE.
138	Stanton.....	Hamilton road, Good Hope, D. C....	Miss C. I. Mathis, 137 Maple avenue.
83	Tyler.....	Eleventh street, between G and I streets SE.	Mrs. M. J. Peabody, 725 Thirteenth street SE.
87	Van Buren.....	Jefferson street, Anacostia.....	Miss S. A. Langley, 311 Sixth street SE.
38	Van Buren annex	Washington street, Anacostia.....	

NINTH DIVISION.

Supervising principal, SELDEN M. ELY.

Office, Gales School; residence, 50 S street NW.

No. of building.	Name.	Location.	Name and residence of principal.
61	Blake.....	North Capitol street, between K and L streets NW	Miss F. M. Roach, 1826 North Capitol street.
103	Brookland.....	Brookland.....	Miss M. E. Little, 510 E street NE.
58	Carbery.....	Fifth street, between D and E streets NE.	Miss A. M. Clayton, 15 U street NW.
116	Eckington.....	First and Quincy streets NE.....	Miss M. R. Lyddane, 453 Florida avenue NW.
133	Emery.....	Lincoln avenue and Prospect street NE.	Miss Adelaide Davis, 213 C street SE.
36	Gales.....	First and G streets NW.....	Miss K. T. Brown, 1838 Cincinnati street NW.
107	Hayes.....	Fifth and K streets NE.....	Miss Estelle M. Fisher, 1909 Fourteenth street NW.
108	Langdon.....	Langdon.....	Miss A. M. Sisson, 1804 First street NW.
9	Queen's Chapel road. ^a	Langdon, Queen's Chapel road.....	

TENTH DIVISION.

Supervising principal, ROSCOE C. BRUCE.

Office, Sumner School; residence, 1716 17th street NW.

75	Briggs.....	E and Twenty-second streets NW...	Miss A. T. Howard, 2006 Seventeenth street NW.
6	Chain Bridge Road.	Chain Bridge road.....	J. E. Washington, 1545 Fourth street NW.
62	Magruder.....	M street, between Sixteenth and Seventeenth streets NW.	Miss A. M. Mason, 2218 I street NW.
140	Montgomery.....	Twenty-seventh street, between I and K streets NW.	Miss F. S. Bruce, 1911 Eleventh street NW.
81	Phillips.....	N street, between Twenty-seventh and Twenty-eighth streets NW.	Miss G. F. Smith, 1613 Church street NW.
139	Reno.....	Howard avenue, Fort Reno.....	Mrs. L. I. Hawkesworth, 1428 Pierce place NW.
97	Stevens.....	Twenty-first street, between K and L streets NW.	Miss M. E. Gibbs, 1363 Irving street NW.
19	Sumner.....	M and Seventeenth streets NW.....	Miss K. U. Alexander, 1512 Pierce place NW.
49	Wormley.....	Prospect street, between Thirty-third and Thirty-fourth streets NW.	Miss E. F. Wilson, 1715 Eighth street NW.

ELEVENTH DIVISION.

Supervising principal, HENRY L. BAILEY.

Office, John F. Cook School; residence, 1713 T street NW.

39	Banneker.....	Third street, between K and L streets NW.	J. W. Cromwell, 1439 Pierce Place NW.
56	Benning Road....	Near Benning.....	H. W. Lewis, 1225 Linden place NE.
24	Benning Road Annex.		
91	Burrville.....	Burrville.....	J. C. Bruce, 627 Nichols avenue, Anacostia, D. C.
30	Cook.....	O street, between Fourth and Fifth streets NW.	Miss S. C. Lewis, 720 Twenty-third street NW.
99	Douglass.....	First and Pierce streets NW.....	Miss H. A. Hebborn, 1129 Twenty-fourth street NW.
100	Ivy City.....	Ivy City.....	D. I. Renfro, 1628 Fifth street NW.
77	Jones.....	L and First streets NW.....	Miss E. A. Chase, 1109 I street NW.
90	Logan.....	Third and G streets NE.....	Miss M. L. Washington, 1127 Twenty-first street NW.
124	Lovejoy.....	Twelfth and D streets NE.....	Miss M. A. Wheeler, 1034 New Jersey avenue NW.
98	Payne.....	Fifteenth and C streets SE.....	Miss M. L. Jordan, 2346 Sixth street NW.
134	Simmons.....	Pierce street, between First street and New Jersey avenue NW.	Miss L. G. Arnold, 419 Q street NW.

^a Now called Langdon annex.

BOARD OF EDUCATION DISTRICT OF COLUMBIA.

TWELFTH DIVISION.

Supervising principal, JOHN C. NALLE.

Office, Garnet School; residence, 1429 Pierce place NW.

No. of building.	Name.	Location.	Name and residence of principal.
112	Bruce.....	Marshall street, between Brightwood and Sherman avenues NW.	E. R. Beckley, 523 Spruce street NW.
47	Bunker Hill Road.	Bunker Hill road.....	J. A. Richardson, 416 L street NW.
11	Fort Slocum.....	Blair road.....	J. Parker Gillem, 1620 O street NW.
34	Garnet.....	U and Tenth streets NW.....	Miss K. C. Lewis, 2439 Brightwood avenue.
76	Garrison.....	Twelfth street, between R and S streets NW.	Miss R. A. Boston, 1179 New Hampshire avenue NW.
132	Langston.....	P street, between North Capitol and First streets NW.	Miss E. D. Barrier, 1706 Seventeenth street NW.
8	Military Road....	Military road, near Brightwood, D. C.	A. P. Lewis, 2302 Sixth street NW.
40	Mott.....	Sixth and Trumbull streets NW.....	Miss Charity A. Heathman, 326 Eighth street NE.
.....	Orphans' Home...	Eighth street extended.....	Miss N. A. Plummer, Hyattsville, Md.
93	Patterson.....	Vermont avenue, near U street NW..	Miss C. A. Patterson, 1532 Fifteenth street NW.
80	Slater.....	P street, between North Capitol and First streets NW.	Miss A. E. Thompson, 217 L street NW.
89	Wilson.....	Seventeenth street, between Euclid street and Kalorama road NW.	F. J. Cardozo, 1832 Thirteenth street NW.

THIRTEENTH DIVISION.

Office, Cardozo School.

79	Ambush.....	L street, between Sixth and Seventh streets SW.	Miss N. T. Jackson, 318 M street SW.
78	Bell.....	First street, between B and C streets SW.	Miss L. F. Dyson, 101 Seventh street SE.
127	Birney.....	Nichols avenue, Hillsdale.....	Miss F. J. Smith, 1524 Pierce place NW.
74	Birney Annex		
109	Bowen, Anthony..	Ninth and E streets SW.....	Miss J. C. Grant, 1448 Pierce place NW.
148	Cardozo.....	I street, between Half and First streets SW.	Miss J. E. Page, 2003 Eleventh street NW.
106	Garfield.....	Garfield.....	J. E. Syphax, 1814 Riggs street NW.
63	Giddings.....	G street, between Third and Fourth streets SE.	Miss L. A. Smith, 1452 T street NW.
18	Lincoln.....	Second and C streets SE.....	Miss M. P. Shadd, 2110 Fourteenth street NW.
28	Randall.....	First and I streets SW.....	Mrs. M. E. Tucker, 413 B street SE.
126	Syphax.....	Half street, between N and O streets SW.	J. E. Walker, 1809 Thirteenth street NW.

HIGH SCHOOLS.

43	Central High.....	O street, between Sixth and Seventh streets NW.	Emery M. Wilson, 1416 S street NW.
85	Eastern High.....	Seventh street, between Pennsylvania avenue and C street SE.	Willard F. Small, 1340 Irving street NW.
117	Western High.....	Thirty-fifth and T streets NW.....	Miss E. C. Westcott, 1317 Riggs street NW.
144	Business High.....	Rhode Island avenue, between Eighth and Ninth streets NW.	Allan Davis, 900 Eleventh street SE.
82	M Street High.....	M street, between First street and New Jersey avenue NW.	W. T. S. Jackson, 1816 Sixteenth street NW.

NORMAL SCHOOLS.

.....	No. 1.....	Franklin School, Thirteenth and K streets NW.	Miss Anne M. Goding, The Harwarden, 1421 R street NW.
.....	No. 2.....	Miner School, Seventeenth and Church streets NW.	Miss L. E. Moten, 728 Fourth street NW.

MANUAL TRAINING SCHOOLS.

Supervisor of Manual Training, J. A. CHAMBERLAIN.

Office, Franklin School; residence, 122 Seaton street NW.

No. of building.	Name.]	Location.	Name and residence of principal.
130	McKinley.....	Rhode Island avenue, corner Seventh street NW.	George E. Myers, 1333 N street NW.
129	Armstrong.....	P street, between First and Third streets NW.	W. B. Evans, 1910 Vermont avenue NW.
141	French.....	Seventh and G streets SE.....	James A. Degges, 220 E street NE.

DIRECTORS OF SPECIAL WORK.

Department.	Name.	Residence.
Primary work.....	Miss E. V. Brown.....	1357 Euclid street NW.
Music.....	Miss A. E. Bentley.....	1317 Riggs street NW.
Drawing.....	Mrs. S. E. W. Fuller.....	1322 Twelfth street NW.
Domestic science.....	Miss E. S. Jacobs.....	1407 Tenth street NW.
Domestic art.....	Mrs. M. W. Cate.....	217 I street NW.
Physical training.....	Miss Rebecca Stoneroad.....	1330 Wallach place NW.
Kindergartens.....	Miss Catherine R. Watkins.....	1246 Tenth street NW.
Library.....	Miss Mina Goetz.....	2441 Columbia road.
Office of superintendent.....	Miss A. H. Birch.....	720 C street SE.
Office of assistant superintendent.....	Miss Maud Wagner.....	12 Ninth street NE.
Office of director of intermediate instruction.....	Miss Maude Hovermale.....	1207 Sixth street NW.
Office of supervisor of manual training.....	Mrs. F. C. Baldwin.....	The Lenox.
Night schools.....	B. W. Murch.....	627 Florida avenue NE.
Attendance officer.....	Mrs. Edna K. Bushee.....	943 Longfellow street, Brightwood, D. C.

ASSISTANT DIRECTORS OF SPECIAL WORK.

Primary work.....	Miss E. F. G. Merritt.....	1630 Tenth street NW.
Music.....	John T. Layton.....	1722 Tenth street NW.
Drawing.....	Thomas W. Hunster.....	1476 Irving street.
Manual training.....	James H. Hill.....	227 Wilson street NW.
Domestic science.....	Mrs. Julia W. Shaw.....	2024 Thirteenth street NW.
Domestic art.....	Miss Jeannette E. Anderson.....	1304 Fourth street NW.
Physical training.....	Miss A. J. Turner.....	313 Spruce street NW.
Kindergartens.....	Miss G. P. Campbell.....	1508 Pierce place NW.
Library.....	Miss Julia B. Brandon.....	1826 Eleventh street NW.
Office of assistant superintendent.....	Miss Rosa Z. Carter.....	2218 Twelfth street NW.
Night schools.....	W. B. Evans.....	1910 Vermont avenue.
Attendance officer.....	Mrs. Ida J. Richardson.....	309 Eleventh street NE.

THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA, 1905-6. ^a

MEMBERS.

J. HOLDSWORTH GORDON, 330 John Marshall place NW.

RICHARD KINGSMAN, 711 East Capitol street.

Mrs. H. L. WEST, 1364 Harvard street NW.

Mrs. J. R. FRANCIS, 2112 Pennsylvania avenue NW.

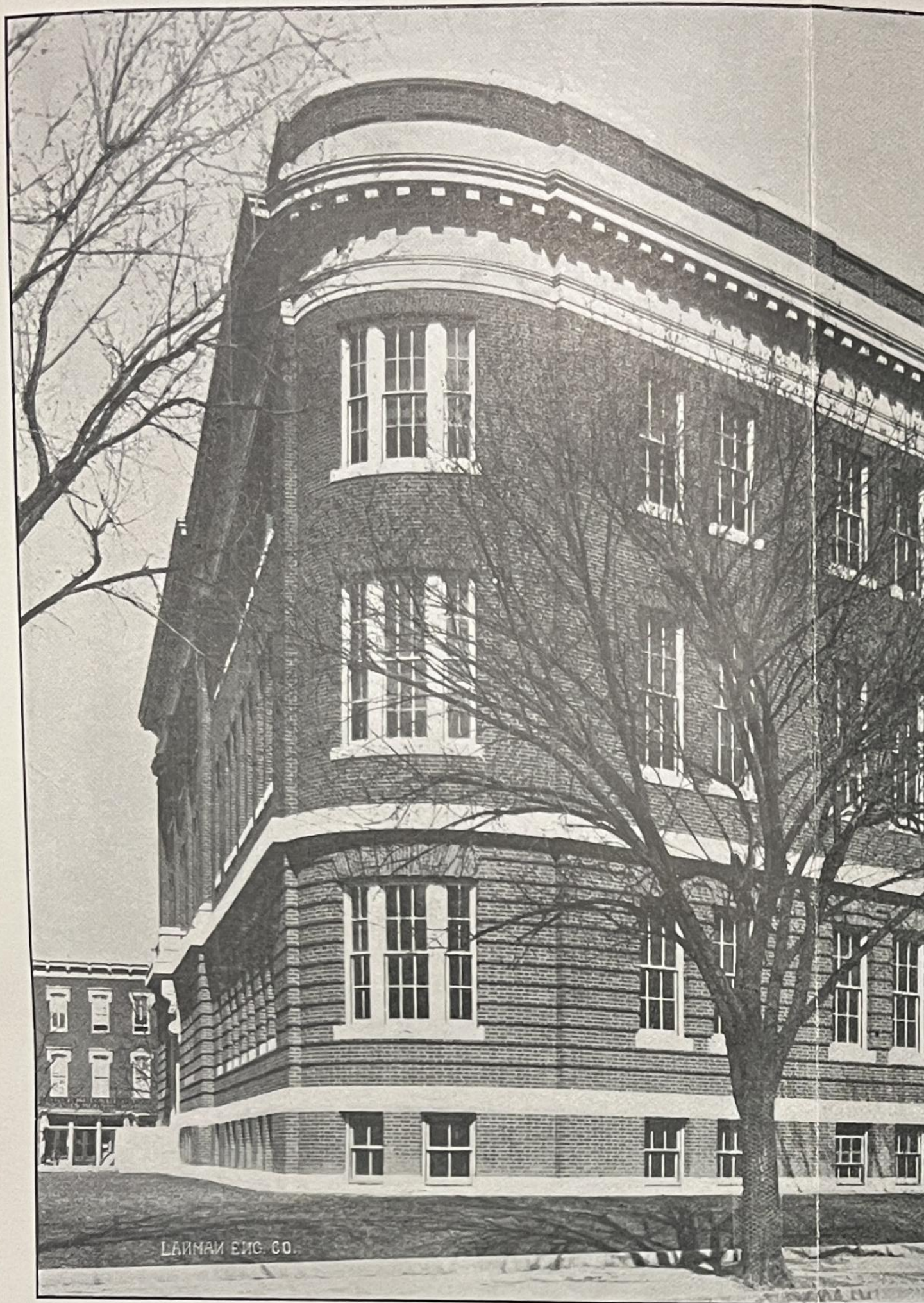
JAMES F. BUNDY, 420 Fifth street NW.

E. SOUTHARD PARKER, 615 Fifteenth street NW.

CHARLES W. NEEDHAM, George Washington University.

OFFICERS OF THE BOARD.

President, J. HOLDSWORTH GORDON, 330 John Marshall place NW.*Vice-President*, RICHARD KINGSMAN, 711 East Capitol street.*Secretary*, W. W. CONNER, 223 Tenth street NE.^a Legislated out of office to take effect June 30, 1906.

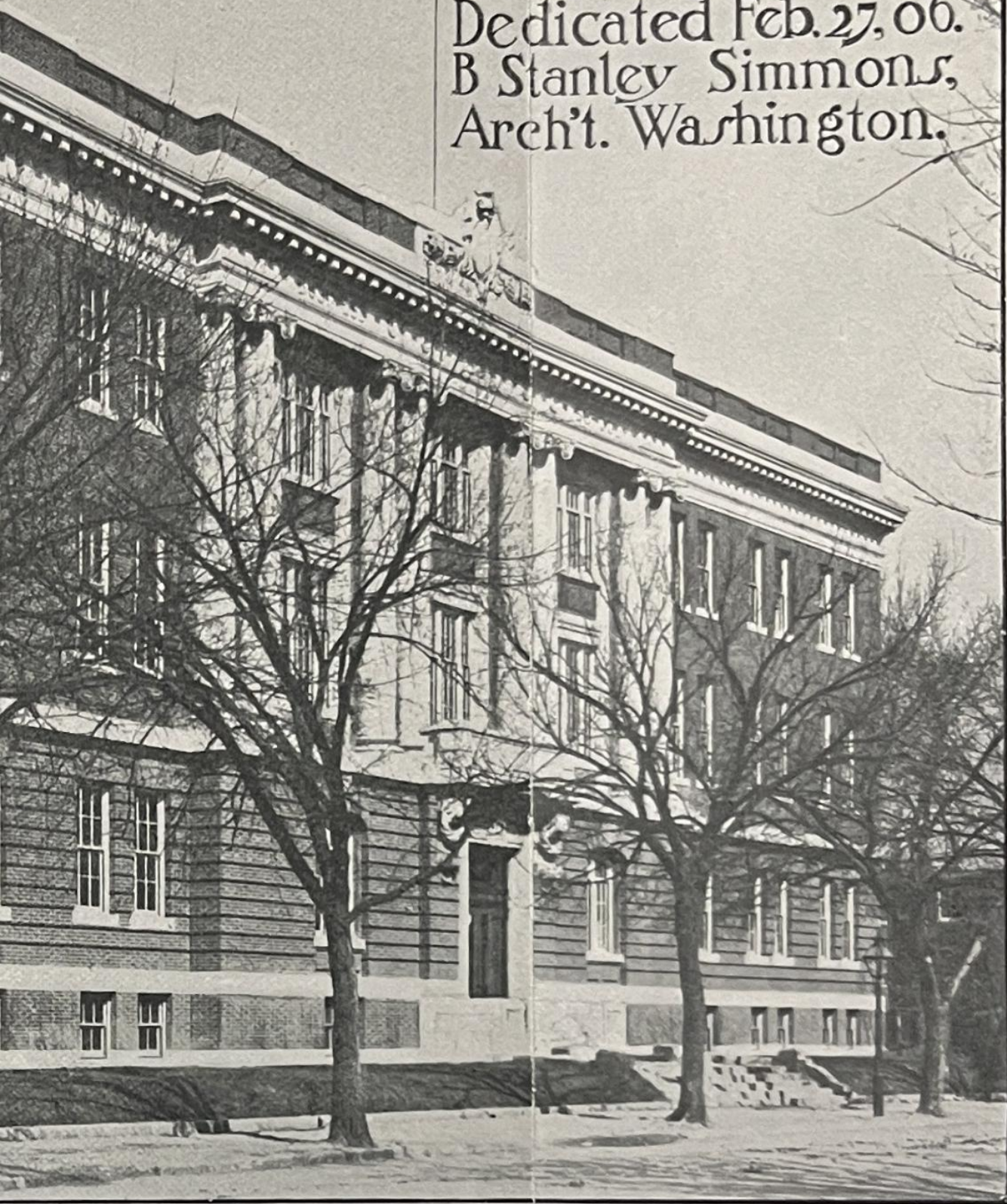


NEW BUSINESS HIGH SCHOOL

Cost \$250,000 *

Dedicated Feb. 27, 06.

B Stanley Simmons,
Arch't. Washington.



REPORT OF SUPERINTENDENT STUART.

To the Board of Education:

I have the honor to submit a brief report of the condition of the schools under my supervision for the year ended June 30, 1906.

The reports made last year, covering the origin and development of every department of the school system, were so exhaustive that there seems to be no necessity of a report of great length.

A notable event was the celebration of the one-hundredth anniversary of the establishment of the public school system in this District. The importance of this anniversary was recognized by the President of the United States, who, on the 18th day of December, received in the East Room of the White House, a body of school officials, past and present, which was thoroughly representative of the agencies which contributed to the remarkable progress of the public schools in this city in the last forty years. This reception was followed on December 20-21-22 by an exhibit of pupils' work of all grades in the new Business High School, the McKinley Manual Training School, the M Street High School, and the Armstrong Manual Training School, which were visited by thousands of the parents of pupils and by citizens generally.

Pupils enrolled:

First nine divisions.....	35, 201
Tenth, eleventh, twelfth, and thirteenth divisions.....	16, 791
Total.....	51, 992
White pupils (male, 17,134; female, 18,067).....	35, 201
Colored pupils (male, 7,379; female, 9,412).....	16, 791
Total.....	51, 992
Male pupils (white, 17,134; colored, 7,379).....	24, 513
Female pupils (white, 18,067; colored, 9,412).....	27, 479
Total.....	51, 992

	Male.	Female.	Total.
Pupils in normal schools.....	13	189	202
Pupils in high schools.....	1,146	1,943	3,089
Pupils in manual-training schools.....	540	525	1,065
Pupils in grammar and primary schools.....	21,747	23,619	45,366
Pupils in kindergartens.....	1,067	1,203	2,270
Total.....	24,513	27,479	51,992

PER CENT OF TEACHERS.

The per cent of all teachers was: White—male, 6.45; female, 61.13; total, 67.58. Colored—male, 6.45; female, 25.97; total, 32.42, distributed as follows:

	White.		Total.	Colored.		Total.	Total.		Total.
	Male.	Female.		Male.	Female.		Male.	Female.	
Supervising principals.....	0.59	.....	0.59	0.26	.....	0.26	0.85	.....	0.85
Primary instruction.....	.....	0.19	.19	.....	0.13	.13	.....	0.32	.32
Special departments.....	.91	3.97	4.88	1.11	1.62	2.73	2.02	5.59	7.61
Normal schools.....	.....	.85	.85	.....	.65	.65	.....	1.50	1.50
High schools.....	2.80	5.47	8.27	1.04	.85	1.89	3.84	6.32	10.16
Manual training schools.....	1.37	1.43	2.80	1.37	.71	2.08	2.74	2.14	4.88
Grammar and primary schools.....	.78	44.47	45.25	2.60	19.47	22.07	3.38	63.94	67.32
Assistants to principals.....	.....	.85	.85	.07	.39	.46	.07	1.24	1.31
Kindergartens.....	.....	3.90	3.90	.....	2.15	2.15	.....	6.05	6.05
Total.....	6.45	61.13	67.58	6.45	25.97	32.42	12.90	87.10	100.00

The per cent of white teachers was: Male, 9.54; female, 90.46; distributed as follows:

	Male.	Female.	Total.
Supervising principals.....	0.87	.....	0.87
Primary instruction.....	.....	0.29	.29
Special departments.....	1.35	5.88	7.23
Normal schools.....	.....	1.25	1.25
High schools.....	4.14	8.09	12.23
Manual training schools.....	2.02	2.12	4.14
Grammar and primary schools.....	1.16	65.80	66.96
Assistants to principals.....	.....	1.25	1.25
Kindergartens.....	.....	5.78	5.78
Total.....	9.54	90.46	100.00

The per cent of colored teachers was: Male, 19.87; female, 80.13; distributed as follows:

	Male.	Female.	Total.
Supervising principals.....	0.80	.....	0.80
Primary instruction.....	.....	0.40	.40
Special departments.....	3.41	5.02	8.43
Normal school.....	.....	2.01	2.01
High school.....	3.21	2.61	5.82
Manual training school.....	4.22	2.21	6.43
Grammar and primary schools.....	8.03	60.04	68.07
Assistants to principals.....	.20	1.21	1.41
Kindergartens.....	.....	6.63	6.63
Total.....	19.87	80.13	100.00

ENROLLMENT.

The number of pupils enrolled was 51,992—35,201 white and 16,791 colored. This shows an increase of 762, or 1.48 per cent over the previous year.

The average enrollment was 43,985, or 1.32 per cent above that of the previous year.

The average number of pupils in daily attendance was 41,185.

TEACHERS.

There were employed 1,536 teachers, as follows:

	Males.	Females.	Total.
First nine divisions.....	99	939	1,038
Tenth, eleventh, twelfth, and thirteenth divisions.....	99	399	498
Total.....	198	1,338	1,536
White teachers.....	99	939	1,038
Colored teachers.....	99	399	498
Total.....	198	1,338	1,536

Teachers were distributed as follows:

	White.	Colored.	Total.
Supervising principals.....	9	4	13
Director of high schools.....	1	—	1
Director of manual training schools.....	1	—	1
Director of primary instruction.....	1	—	1
Assistant director of primary instruction.....	—	1	1
Assistants in primary instruction.....	2	—	2
Assistant in primary instruction.....	—	1	1
Normal schools.....	13	10	23
High schools.....	126	29	155
Manual training school.....	42	32	74
Grammar schools.....	303	113	416
Primary schools.....	392	226	618
Assistants to principals.....	13	7	20
Kindergartens.....	60	33	93
Music.....	10	7	17
Drawing.....	7	7	14
Manual training in grades.....	13	5	18
Domestic science.....	15	7	22
Domestic art.....	21	10	31
Physical training.....	7	5	12
Librarian.....	1	1	2
Assistant.....	1	—	1
Total.....	1,038	498	1,536

The day schools cost—

Officers	\$18,568.00
Teachers and supervisors ^a	1,065,711.60
Kindergarten instruction ^b	54,658.90
Janitors and care of buildings and grounds ^c	84,914.78
Medical inspectors	5,977.79
Rent of school buildings and repair shop	15,218.50
Industrial instruction, including manual training, domestic science, and domestic art.....	19,974.16
Fuel ^d	74,667.25
Furniture for new school buildings.....	28,500.00
Contingent expenses, including printing, etc.....	37,840.76
Lectures	1,356.06
Purchase of pianos.....	2,466.00

^a Includes \$3,400 paid for engineers and assistants.

^b Includes \$2,496.90 paid for kindergarten material, etc.

^c The appropriation was increased by a deficiency of \$612.

^d The appropriation was increased by a deficiency of \$30,000.

Text-books and supplies for the first eight grades.....	\$52,096.10
Flags.....	999.33
School playgrounds.....	1,481.20
Repairs and improvements to school buildings and grounds and repairing and renewing heating and ventilating apparatus.....	61,955.85
Repairs to and changes in plumbing.....	39,977.65
New buildings and grounds.....	190,800.00
Total.....	\$1,757,163.93

There were enrolled in the night schools 3,111 persons, of whom 1,727 were white and 1,384 colored, who were taught by 75 teachers, 42 white and 33 colored. There were 23 male teachers, 12 white and 11 colored, and 52 female teachers, 30 white and 22 colored.

The night schools cost—

Teachers.....	\$9,044.00
Janitors.....	956.00
Contingent expenses.....	498.72
Total.....	10,498.72

The night schools were in session 57 nights.

School.	Whole enrollment.			Average enrollment.	Average attendance.	Per cent of attendance.	Number of nights open.	Number of teachers.
	Male.	Female.	Total.					
WHITE.								
Business, night, high.....	181	150	331	191	155	80.8	58	8
Corcoran.....	83	46	129	66	51	76.9	57	4
Franklin.....	348	99	447	217	163	75.0	57	6
Gales.....	176	84	260	169	135	80.0	58	9
Jefferson ^c	190	77	267	144	112	77.8	57	6
Wallach.....	178	55	233	116	94	80.6	57	8
Total.....	975	361	1,336	712	555	77.8	.....	6
212 H street NW. ^d	{.....	32	32	25	21	84.1	19	}
	{.....	28	28	20	16	76.3	19	
Total.....	.....	60	60	45	37	80.6	.....	1
Total white.....	1,156	571	1,727	948	747	76.6	.....	42
COLORED.								
Armstrong ^c	177	248	425	230	180	78.6	57	10
Garnet ^g	110	192	302	218	184	84.2	58	7
Randall ^g	166	216	382	231	178	77.0	57	8
Stevens ^g	122	153	275	229	205	89.5	57	8
Total colored.....	575	809	1,384	908	747	82.3	.....	33
Grand total.....	1,731	1,380	3,111	1,856	1,494	80.4	.....	75

^a These figures not only include expenditures up to and including June 30, 1906, but also the contractual obligations incurred and to be paid for out of the appropriations for said school year.

^b Including director.

^c Including manual training and cooking.

^d Two cooking classes.

^e Including manual training, cooking, sewing, and millinery departments.

^f Including assistant director.

^g Including a cooking school.

The relative numbers of pupils enrolled in the different grades of schools are shown by the following:

School.	White.	Colored.
Normal.....	130	72
High.....	2,553	536
Manual training.....	567	498
Grammar.....	12,724	4,415
Primary.....	17,761	10,466
Kindergarten.....	1,466	804
Total.....	35,201	16,791
Per cent of the whole enrollment.....	67.70	32.30

The day schools were in session 180 days.

TABLE I.—*Showing attendance and cost of white and colored schools.*

	White.	Colored.	Total.
Whole enrollment:			
Normal schools.....	130	72	202
High schools.....	2,553	536	3,089
Manual training schools.....	567	498	1,065
Grammar and primary schools.....	30,485	14,881	45,366
Kindergartens.....	1,466	804	2,270
Total.....	35,201	16,791	51,992
Increase for the year.....	601	161	762
Per cent of increase.....	1.73	.96	1.48
Average enrollment:			
Normal schools.....	125	71	196
High schools.....	2,288	481	2,769
Manual training schools.....	542	396	938
Grammar and primary schools.....	26,166	12,420	38,586
Kindergartens.....	943	553	1,496
Total.....	30,064	13,921	43,985
Increase for the year.....	498	77	575
Per cent of increase.....	1.68	.55	1.32
Average attendance:			
Normal schools.....	121	69	190
High schools.....	2,167	644	2,811
Manual training schools.....	521	364	885
Grammar and primary schools.....	24,506	11,636	36,142
Kindergartens.....	831	506	1,337
Total.....	28,146	13,039	41,185
Increase for the year.....	555	34	589
Per cent of increase.....	2.01	.26	1.45
Whole enrollment:			
Boys.....	17,134	7,379	24,513
Girls.....	18,067	9,412	27,479
Total.....	35,201	16,791	51,992
Whole enrollment in night schools.....	1,727	1,384	3,111
Grand total.....	36,928	18,175	55,103
School buildings: ^a			
Owned ^b	88	44	132
Rented.....	15	4	19
Total.....	103	48	151
Schoolrooms: ^a			
Owned ^b	691	312	1,003
Rented.....	52	15	67
Total.....	743	327	1,070

^a Not including high schools, manual training schools, repair shops, and abandoned buildings.

^b Includes Industrial Home and Orphans' Home, and Howard University where one room is occupied, not owned.

TABLE I.—*Showing attendance and cost of white and colored schools—Continued.*

	White.	Colored.	Total.
Number of teachers:	99	99	198
Males.....	939	399	1,338
Females.....			
Total.....	1,038	498	1,536
Night schools.....	42	33	75
Grand total.....	1,080	531	1,611
Cost of tuition per pupil, including supervision, based on the average enrollment.....	\$25.85	\$24.87	\$25.54
Cost per pupil for all expenses, except repairs and permanent improvements, based on the average enrollment.....			\$33.29

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools in the District of Columbia for the school year ending June 30, 1906.*

Grade.	White.	Colored.	Total.
Normal schools.....	130	72	202
High schools.....	2,553	536	3,089
Manual training schools.....	567	498	1,065
Total.....	3,250	1,106	4,356
Grammar schools:			
Eighth grade.....	2,499	693	3,192
Seventh grade.....	2,793	896	3,689
Sixth grade.....	3,439	1,217	4,656
Fifth grade.....	3,993	1,609	5,602
Total.....	12,724	4,415	17,139
Primary schools:			
Fourth grade.....	4,210	1,882	6,092
Third grade.....	4,280	2,199	6,479
Second grade.....	4,214	2,492	6,706
First grade.....	5,057	3,893	8,950
Total.....	17,761	10,466	28,227
Kindergartens.....	1,466	804	2,270
Grand total.....	35,201	16,791	51,992

TABLE III.—*Whole enrollment of pupils, boys and girls, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1906.*

	Boys.	Girls.	Total.	Percent.
Normal schools.....	13	189	202	0.39
High schools.....	1,146	1,943	3,089	5.94
Manual training schools.....	540	525	1,065	2.05
Eighth grade.....	1,287	1,905	3,192	6.14
Seventh grade.....	1,593	2,096	3,689	7.09
Sixth grade.....	2,132	2,524	4,656	8.96
Fifth grade.....	2,617	2,985	5,602	10.77
Fourth grade.....	2,842	3,250	6,092	11.72
Third grade.....	3,220	3,259	6,479	12.46
Second grade.....	3,400	3,306	6,706	12.90
First grade.....	4,656	4,294	8,950	17.21
Kindergarten.....	1,067	1,203	2,270	4.37
Total.....	24,513	27,479	51,992	100.00
SUMMARY.				
Normal, high, and manual training schools.....	1,699	2,657	4,356	8.38
Grammar schools.....	7,629	9,510	17,139	32.96
Primary schools.....	14,118	14,109	28,227	54.29
Kindergartens.....	1,067	1,203	2,270	4.37
Total.....	24,513	27,479	51,992	100.00

The whole number of schools below the high schools was as follows:

Grade.	White.	Colored.	Total.
Grammar schools:			
Eighth grade.....	72	21	93
Seventh grade.....	62	22	84
Sixth grade.....	83	30	113
Fifth grade.....	86	40	126
Total.....	303	113	416
Primary schools:			
Fourth grade.....	97	46	143
Third grade.....	97	50	147
Second grade.....	103	60	163
First grade.....	108	76	184
Total.....	405	232	637
Kindergartens.....	30	17	47
Grand total.....	738	362	1,100
Whole-day schools.....	474	201	675
Enforced half-day schools ^a	170	130	200
Not enforced half-day schools.....	64	14	78
Kindergartens.....	30	17	47
Total.....	738	362	1,100

^a Number of half-day schools above the second grade, 48; 24 white, and 24 colored.

The average number of pupils to the schools,^a based on the whole enrollment, was as follows:

	White.	Colored.	Total.
High schools (to a teacher, excluding principals).....	21.0	18.7	20.7
Manual training schools (to a teacher, excluding principals).....	13.8	16.0	14.7
Grammar schools:			
Eighth grade.....	34.7	33.0	34.3
Seventh grade.....	45.0	47.2	43.7
Sixth grade.....	41.3	40.5	41.2
Fifth grade.....	46.4	40.1	44.4
Primary schools:			
Fourth grade.....	43.4	40.9	42.6
Third grade.....	44.1	43.9	44.0
Second grade.....	40.9	41.5	41.1
First grade.....	46.8	51.2	46.6
Kindergartens.....	48.8	47.2	48.2

^a Includes ungraded schools.

One thousand five hundred and thirty-six teachers were employed, as follows:

	White.	Colored.	Total.
Supervising principals.....	9	4	13
Director of—			
High schools.....	1		1
Manual training schools.....	1		1
Primary instruction.....	1		1
Assistant director of primary instruction.....		1	1
Assistants in primary instruction.....	2		2
Assistant in primary instruction.....		1	1
Normal schools.....	13	10	23
High schools.....	126	29	155
Manual training schools.....	42	32	74
Total.....	195	77	272
Grammar schools:			
Eighth grade.....	72	21	93
Seventh grade.....	62	22	84
Sixth grade.....	83	30	113
Fifth grade.....	86	40	126
Total.....	303	113	416
Primary schools:			
Fourth grade.....	94	46	140
Third grade.....	95	48	143
Second grade.....	99	58	157
First grade.....	104	74	178
Total.....	392	226	618
Assistants to principals.....	13	7	20
Kindergartens.....	60	33	93
Teachers of—			
Music.....	10	7	17
Drawing.....	7	7	14
Manual training in grades.....	13	5	18
Domestic science.....	15	7	22
Domestic art.....	21	10	31
Physical training.....	7	5	12
Librarians.....	1	1	2
Assistant.....	1		1
Total.....	75	42	117
Grand total.....	1,038	498	1,536

The cost for members of the board of education, office force, supervision, and teaching was as follows:

	White.	Colored.	Total.
5 members of the board of education.....	\$2,450.00		\$2,450.00
2 members of the board of education.....		\$1,000.00	1,000.00
1 secretary.....	2,000.00		2,000.00
1 clerk.....		1,400.00	1,400.00
1 clerk.....	1,000.00		1,000.00
1 clerk.....	1,000.00		1,000.00
1 messenger.....	718.00		718.00
Total.....	7,168.00	2,400.00	9,568.00
Cost per pupil (estimated on average enrollment).....	.23	.17	.21
Supervision: <i>a</i>			
1 superintendent.....	4,000.00		4,000.00
1 assistant superintendent.....	2,500.00		2,500.00
1 assistant superintendent.....		2,500.00	2,500.00
1 director of high schools.....	2,500.00		2,500.00
1 director of manual training.....	2,000.00		2,000.00
9 supervising principals.....	18,000.00		18,000.00
4 supervising principals.....		8,000.00	8,000.00
1 director of drawing.....	1,400.00		1,400.00
1 assistant director of drawing.....		1,200.00	1,200.00
1 director of music.....	1,400.00		1,400.00
1 assistant director of music.....		1,000.00	1,000.00
1 director of physical training.....	1,400.00		1,400.00
1 assistant director of physical training.....		1,000.00	1,000.00
1 director of domestic science.....	1,200.00		1,200.00
1 assistant director of domestic science.....		1,000.00	1,000.00
1 director of domestic art.....	1,200.00		1,200.00
1 assistant director of domestic art.....		1,000.00	1,000.00
1 director of primary instruction.....	1,500.00		1,500.00
1 assistant director of primary instruction.....		1,100.00	1,100.00
2 assistants in department of primary instruction.....	1,750.00		1,750.00
1 assistant in department of primary instruction.....		900.00	900.00
1 director of kindergartens.....	1,400.00		1,400.00
1 assistant director of kindergartens.....		1,000.00	1,000.00
Total.....	40,250.00	18,750.00	58,950.00
Cost per pupil (estimated on average enrollment).....	1.33	1.34	1.34
Tuition:			
Normal schools—			
1 principal.....	1,800.00		1,800.00
1 principal.....		1,800.00	1,800.00
12 teachers.....	11,042.50		11,042.50
9 teachers.....		7,867.50	7,867.50
Total.....	<i>b</i> 12,842.50	<i>c</i> 9,667.50	22,510.00
Cost per pupil (estimated on average enrollment).....	38.86	71.55	50.68
High schools—			
1 director.....	2,500.00		2,500.00
4 principals.....	7,200.00		7,200.00
1 principal.....		1,800.00	1,800.00
122 teachers.....	108,191.66		108,191.66
28 teachers.....		22,951.67	22,951.67
Total.....	117,891.66	24,751.67	142,643.33
Cost per pupil (estimated on average enrollment).....	51.52	51.45	51.51
Manual-training schools—			
1 director.....	2,000.00		2,000.00
1 principal.....	1,800.00		1,800.00
1 principal.....		1,800.00	1,800.00
41 teachers.....	34,621.83		34,621.83
31 teachers.....		23,490.00	23,490.00
Total.....	38,421.83	25,290.00	63,711.83
Cost per pupil (estimated on average enrollment).....	70.88	63.86	67.92

a The directors of the high and manual training schools, and the directors and assistant directors of the special and kindergarten departments are included in the total. The librarian of the teachers' library and an assistant formerly included are excluded.

b This includes the cost of teaching 12 practice schools and 1 kindergarten school, \$7,983.78.

c This includes the cost of teaching 6 practice schools and 1 kindergarten school, \$4,587.08.

	White.	Colored.	Total.
Tuition—Continued.			
Grammar schools—			
72 eighth, 62 seventh, 83 sixth, 86 fifth grade schools	252,423.92	91,603.34	252,423.92
24 eighth, 22 seventh, 30 sixth, 40 fifth grade schools			91,603.34
Total	252,423.92	91,603.34	344,027.26
Cost per pupil (estimated on average enrollment)	22.76	23.69	23.00
Primary schools—			
97 fourth, 97 third, 103 second, 108 first grade schools	229,932.85	130,688.49	229,932.85
46 fourth, 50 third, 60 second, 76 first grade schools			130,688.49
Total	^a 229,932.85	^b 130,688.49	360,621.34
Cost per pupil (estimated on average enrollment)	15.69	15.67	15.68
Assistants to principals—			
13 assistants	7,403.00	4,040.00	7,403.00
7 assistants			4,040.00
Total	7,403.00	4,040.00	11,443.00
Cost per pupil (estimated on average enrollment) .....	.28	.32	.29
Special teachers—			
10 music teachers, 7 drawing teachers, 7 teachers of phys- ical training	20,207.50		20,207.50
7 music teachers, 7 drawing teachers, 5 teachers of phys- ical training		14,531.00	14,531.00
Total	20,207.50	14,531.00	34,738.50
Cost per pupil (estimated on the average enrollment) .....	.77	1.16	.90
Manual training in grade schools—			
Carpentry, 13; domestic science, 15; domestic art, 21	34,909.67		34,909.67
Carpentry, 5; domestic science, 7; domestic art, 10		14,525.00	14,525.00
Total	34,909.67	14,525.00	49,434.67
Cost per pupil (estimated on the average enrollment)	1.33	1.16	1.28
Miscellaneous:			
1 librarian of the teachers' library	900.00		900.00
1 librarian		431.67	431.67
1 assistant	600.00		600.00
Total	1,500.00	431.67	1,931.67
Cost per pupil (estimated on the whole enrollment) .....	.04	.03	.04
Kindergartens—			
1 director	1,400.00		1,400.00
1 assistant director		1,000.00	1,000.00
1 music teacher	700.00		700.00
29 principals and 29 assistants	31,824.00		31,824.00
16 principals and 16 assistants		17,238.00	17,238.00
Total	^c 33,924.00	^d 18,238.00	52,162.00
Cost per pupil (estimated on average enrollment)	37.24	35.15	36.47

^a To be increased by the cost of teaching 12 practice schools, \$6,783.78.

^b To be increased by the cost of teaching 6 practice schools, \$3,387.08.

^c To be increased by the cost of 1 kindergarten under the normal school, \$1,200.

^d To be increased by the cost of 1 kindergarten under the normal school, \$1,200.

SUMMARY.

Total cost of board of education and office force	\$9,568.00
Total cost of instruction, including supervision	\$1,123,473.60
Whole number of pupils enrolled	51,992
Average number of pupils enrolled	43,985
Average number of pupils in daily attendance	41,185
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment	21.62
2. Average enrollment	25.54
3. Average attendance	27.27
<i>Janitors, engineers and assistants, and caretakers of smaller buildings and rented rooms.</i>	
Total amount expended	\$88,314.78
<i>Medical inspectors.</i>	
Total amount expended	\$5,977.79

Contingent expenses.

Total amount expended.....	\$37,840.76
Average amount per pupil (estimated on the average enrollment).....	.86

Text-books and supplies for first eight grades.

Total amount expended.....	\$52,096.10
Average amount per pupil.....	1.148

Industrial instruction.

Total amount expended.....	\$19,974.16
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Fuel.

Total amount expended.....	\$74,667.25
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Rent.

Total amount expended.....	\$15,218.50
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Flags.

Total amount expended.....	\$999.33
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Furniture for new buildings.

Total amount expended.....	\$28,500.00
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Pianos.

Total amount expended.....	\$2,466.00
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Lectures.

Total amount expended.....	\$1,356.06
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School playgrounds.

Total amount expended.....	\$1,481.20
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Kindergartens.

Total amount expended (exclusive of salaries).....	\$2,496.90
Average amount per pupil (estimated on average enrollment).....	1.66

SUMMARY.

Amount expended, grand total.....	\$1,464,430.43
Average cost per pupil (including all high, normal, and manual training schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment.....	28.16
2. On average enrollment.....	33.29
3. On average attendance.....	35.55

Supervision.^a

1 superintendent.....	\$4,000.00
1 assistant superintendent.....	2,500.00
1 assistant superintendent ^b	2,500.00
1 director of high schools.....	2,500.00
1 director of manual training.....	2,000.00
9 supervising principals.....	18,000.00
4 supervising principals.....	8,000.00
1 director of drawing.....	1,400.00
1 assistant director of drawing ^b	1,200.00
1 director of music.....	1,400.00
1 assistant director of music ^b	1,000.00
1 director of physical training.....	1,400.00
1 assistant director of physical training ^b	1,000.00
1 director of domestic science.....	1,200.00
1 assistant director of domestic science ^b	1,000.00
1 director of domestic art.....	1,200.00
1 assistant director of domestic art ^b	1,000.00
1 director of primary instruction.....	1,500.00
1 assistant director of primary instruction ^b	1,100.00
2 assistants in department of primary instruction.....	1,750.00
1 assistant in department of primary instruction ^b	900.00
1 director of kindergartens.....	1,400.00
1 assistant director of kindergartens ^b	1,000.00
Total.....	58,950.00
Cost per pupil (estimated on average enrollment).....	1.34

^a See foot note on page 23.^b Colored.

BOARD OF EDUCATION DISTRICT OF COLUMBIA.

NORMAL SCHOOLS.

	No. 1.	No. 2, ^a	Total.
Number of teachers trained.....	130	72	202
Average attendance.....	121	69	190
Number of teachers employed.....	13	10	23
Average salary.....	\$987.87	\$966.75	\$978.69

^a Colored.

HIGH SCHOOLS.

	Central.	Eastern.	Western.	Business.	M Street, ^a	Total.
Number of pupils enrolled, (boys 1,146; girls, 1,943).....	1,072	313	463	705	536	3,089
Average enrollment.....	984	269	414	621	481	2,769
Average attendance.....	928	254	394	591	464	2,631
Per cent of attendance.....	94.0	94.6	94.9	96.2	96.3	95.2
Average number of cases of tardiness per month.....	141.9	54.4	47.9	68.0	96.9	409.1
Number of teachers employed.....	^b 56	18	21	31	29	^b 155
Average salary paid.....	\$934.30	\$964.85	\$891.07	\$870.66	\$853.50	^c \$914.38
Cost of tuition per pupil (estimated on average enrollment).....	\$53.17	\$64.56	\$45.19	\$43.46	\$51.45	^c \$51.51

^a Colored.^b Excluding director.^c Includes director.

MANUAL TRAINING SCHOOLS.

	McKinley.	Armstrong, ^a	Total.
Number of pupils enrolled (boys, 612; girls, 434).....	567	498	1,065
Average enrollment.....	542	396	938
Average attendance.....	521	364	885
Per cent of attendance.....	96.1	91.8	94.3
Average number of cases of tardiness per month.....	84.9	51.6	136.5
Number of teachers employed.....	42	32	^b 74
Average salary paid.....	\$867.18	\$790.30	^c \$849.49
Cost of tuition per pupil (estimated on average enrollment).....	\$67.19	\$63.86	^c \$67.92

^a Colored.^b Excluding director.^c Includes director.

GRAMMAR AND PRIMARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled.....	30,485	14,881	45,366
Average enrollment.....	26,166	12,420	38,586
Average attendance.....	24,506	11,636	36,142
Per cent of attendance.....	93.3	94.4	93.7
Average number of cases of tardiness per month.....	2,824.2	754.4	3,578.6
Number of pupils dismissed.....	0	2	2
Number of corporal punishments.....	17	15	32
Number of teachers employed.....	^a 708	^b 346	1,054
Average salary paid.....	\$691.75	\$654.13	\$679.40
Average number of pupils to teacher (estimated on average enrollment).....	36.9	35.8	36.6
Cost of tuition per pupil (estimated on average enrollment).....	^c \$18.97	^d \$18.41	\$18.82

^a Includes 13 assistants to principals.^b Includes 7 assistants to principals.^c With increased cost of teaching 12 practice schools.^d With increased cost of teaching 6 practice schools.

KINDERGARTENS.

	White.	Colored.	Total.
Number of pupils enrolled.....	1,466	804	2,270
Average enrollment.....	943	553	1,496
Average attendance.....	831	506	1,337
Per cent of attendance.....	88.0	90.9	89.0
Average number of cases of tardiness per month.....	94.3	41.3	135.6
Number of teachers employed.....	^a 59	32	^b 91
Average salary paid.....	\$551.25	\$538.68	^c \$560.88
Average number of pupils to the teacher (estimated on average enrollment).....	^d 15.4	^d 16.2	^d 15.7
Cost of tuition per pupil (estimated on average enrollment).....	^e \$37.24	^e \$35.15	^e \$36.47

SPECIAL TEACHERS.

Music.....	10	7	17
Drawing.....	7	7	14
Physical training.....	7	5	12
Average salary paid:			
Music.....	\$818.05	\$769.14	\$797.91
Drawing.....	\$881.71	\$767.42	\$824.57
Physical training.....	\$836.42	\$755.00	\$802.50
Average cost per pupil for special tuition (estimated on the average enrollment).....	.77	\$1.16	.90

TEACHERS OF MANUAL TRAINING.^f

Carpentry.....	13	5	18
Domestic science.....	15	7	22
Domestic art.....	21	10	31
Average salary paid:			
Carpentry.....	\$826.51	\$710.00	\$794.14
Domestic science.....	\$745.00	\$696.66	\$728.86
Domestic art.....	\$617.14	\$611.50	\$616.29
Average cost per pupil for manual training (estimated on average enrollment).....	\$1.33	\$1.16	\$1.28

NIGHT SCHOOLS.

Number of night schools were open.....	^g 57	^h 57	57
Whole number of pupils enrolled.....	1,727	1,384	3,111
Average number of pupils enrolled.....	948	908	1,856
Average number of pupils in attendance.....	747	747	1,494
Per cent of attendance.....	76.6	82.3	80.4
Number of teachers, including principals and directors.....	42	33	75
Average salary paid.....	\$121.64	\$119.23	\$120.58
Cost of tuition per pupil (based on average enrollment).....	\$5.38	\$4.33	\$4.85

^a Includes music teacher.^b Excluding the director and assistant director.^c Includes the director and assistant director.^d Normal School kindergarten included.^e See table p. 24.^f For grade schools.^g Business night high and Gales schools were open 58 nights each.^h Garnet school was open 58 nights.

TABLE IV¹.—*Whole enrollment of white pupils in the District of Columbia, by grades, for the school year ending June 30, 1906.*

Grade.	Boys.	Girls.	Total.	Percent.
Normal school.....	976	130	1,106	0.37
High school.....	380	1,577	1,957	7.25
Manual training school.....	1,079	187	1,266	1.61
Eighth grade.....	1,274	1,420	2,694	7.10
Seventh grade.....	1,640	1,519	3,159	7.93
Sixth grade.....	1,905	1,799	3,704	9.77
Fifth grade.....	2,062	2,088	4,150	11.35
Fourth grade.....	2,207	2,148	4,355	11.96
Third grade.....	2,207	2,073	4,280	12.16
Second grade.....	2,689	2,007	4,696	11.97
First grade.....	715	2,368	3,083	14.37
Kindergarten.....		751	751	4.16
Total.....	17,134	18,067	35,201	100.00
SUMMARY.				
Normal, high, and manual training schools.....	1,356	1,894	3,250	9.23
Grammar schools.....	5,898	6,826	12,724	36.15
Primary schools.....	9,165	8,596	17,761	50.46
Kindergartens.....	715	751	1,466	4.16
Total.....	17,134	18,067	35,201	100.00

TABLE IV².—*Whole enrollment for colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1906.*

Grade.	Boys.	Girls.	Total.	Percent.
Normal school.....	13	59	72	0.43
High school.....	170	366	536	3.19
Manual training school.....	160	338	498	2.97
Eighth grade.....	208	485	693	4.13
Seventh grade.....	319	577	896	5.33
Sixth grade.....	492	725	1,217	7.25
Fifth grade.....	712	897	1,609	9.58
Fourth grade.....	780	1,102	1,882	11.21
Third grade.....	1,013	1,186	2,199	13.09
Second grade.....	1,193	1,299	2,492	14.84
First grade.....	1,967	1,926	3,893	23.19
Kindergarten.....	352	452	804	4.79
Total.....	7,379	9,412	16,791	100.00
SUMMARY.				
Normal, high, and manual training schools.....	343	763	1,106	6.59
Grammar schools.....	1,731	2,684	4,415	26.29
Primary schools.....	4,953	5,513	10,466	62.33
Kindergartens.....	352	452	804	4.79
Total.....	7,379	9,412	16,791	100.00

Owned and rented school buildings used by the schools during the school year ending June 30, 1906.

Division.	Buildings. ^a								
	Owned.			Rented.			Total.		
	Used for grades and kindergartens.	Used for manual training and other purposes.	Total.	Used for grades and kindergartens.	Used for manual training and other purposes.	Total.	Used for grades and kindergartens.	Used for manual training and other purposes.	Total.
WHITE.									
First division.....	11	1	12	1	.....	1	12	1	13
Second division.....	9	.....	9	.....	4	4	9	4	13
Third division.....	9	1	10	.....	1	1	9	2	11
Fourth division.....	9	.....	9	.....	1	1	9	1	10
Fifth division.....	^c 12	1	13	1	2	3	13	3	16
Sixth division.....	11	.....	11	.....	2	2	11	2	13
Seventh division.....	7	.....	7	1	.....	1	8	.....	8
Eighth division.....	8	.....	8	1	.....	1	9	.....	9
Ninth division.....	9	.....	9	.....	1	1	9	1	10
Total.....	85	3	88	4	11	15	89	14	103
COLORED.									
Tenth division.....	9	.....	9	1	1	2	10	1	11
Eleventh division.....	11	1	12	.....	1	1	11	2	13
Twelfth division.....	^d 12	.....	12	.....	.....	.....	12	.....	12
Thirteenth division.....	10	1	11	.....	1	1	10	2	12
Total.....	42	2	44	1	3	4	43	5	48
Grand total.....	127	5	132	5	14	19	132	19	151

Division.	Rooms. ^a								
	Owned. ^b			Rented.			Total.		
	Used for grades and kindergartens.	Used for manual training and other purposes.	Total.	Used for grades and kindergartens.	Used for manual training and other purposes.	Total.	Used for grades and kindergartens.	Used for manual training and other purposes.	Total.
WHITE.									
First division.....	105	3	108	3	5	8	108	8	116
Second division.....	85	.....	85	.....	24	24	85	24	109
Third division.....	82	4	86	.....	2	2	82	6	88
Fourth division.....	74	2	76	.....	2	2	74	4	78
Fifth division.....	^c 83	4	87	2	6	8	85	10	95
Sixth division.....	75	1	76	.....	3	3	75	4	79
Seventh division.....	41	5	46	1	.....	1	42	5	47
Eighth division.....	53	1	54	1	1	2	54	2	56
Ninth division.....	71	2	73	.....	2	2	71	4	75
Total.....	669	22	691	7	45	52	676	67	743
COLORED.									
Tenth division.....	70	5	75	^b 10	2	12	80	7	87
Eleventh division.....	70	5	75	.....	1	1	70	6	76
Twelfth division.....	^d 71	5	76	.....	.....	.....	71	5	76
Thirteenth division.....	78	8	86	.....	2	2	78	10	88
Total.....	289	23	312	10	5	15	299	28	327
Grand total.....	958	45	1,003	17	50	67	975	95	1,070

^a Not including 5 high schools, 2 manual-training schools, repair shop, the old business high school, and abandoned buildings.

^b These rooms are regular schoolrooms. Basement rooms are not counted in this table.

^c Including Industrial Home not owned by the schools.

^d Including Orphans' Home, and Howard University where one room is used free of charge not owned by the schools.

Text-books and supplies for the first eight grades.

	Quantity.	Cost.
BOOKS.		
Algebra, Wentworth's.....	360	\$322.50
Arithmetic:		
Cook and Cropsey's.....	840	455.00
Milne's Elements of.....	480	115.20
Milne's Standard.....	1,776	923.52
Rational Elementary, Belfield and Brooks's.....	408	153.00
Arithmetic reader:		
Hall's No. 1.....	60	10.00
Hall's No. 2.....	516	106.00
Art education:		
Prang's Text-book, Vol. IV.....	2,000	720.00
Prang's Text-book, Vol. VI.....	1,560	561.60
Prang's Text-book, Vol. VII.....	1,080	475.00
Christmas Carol, Dickens's.....	156	36.30
Civil government:		
Our Government—Local, State, and National—James and Sanford's.....	180	114.03
Copy books:		
Normal review system—		
Book No. 4.....	6,600	341.00
Book No. 5.....	5,700	294.50
Book No. 6.....	4,800	248.00
Writing tablets, Cadmus—		
No. 1.....	4,800	720.00
No. 2.....	3,240	270.00
Dictionary:		
Webster's High School.....	72	56.46
Worcester's Comprehensive.....	756	686.70
English:		
Maxwell and Smith's Writing in.....	72	43.20
Essentials of Health, Stowell's.....	132	91.74
Evangeline, Longfellow's.....	492	59.45
Geography:		
Adams's Elementary Commercial.....	800	725.33
Frye's Grammar School.....	456	456.00
Frye's Primary.....	372	178.56
Redway's Natural Advanced.....	900	900.00
Redway's Natural Elementary.....	996	478.08
Carpenter's North America.....	700	336.00
Grammar:		
Arnold and Kettridge's The Mother Tongue.....	576	207.36
Buehler's Modern English.....	768	372.48
Wheeler's Graded Studies in English.....	816	264.52
Hans Andersen Stories.....	228	73.68
History:		
Gordy's History of the United States.....	216	176.04
McMaster's School History.....	564	451.20
Montgomery's American.....	1,104	883.20
Montgomery's Beginners'.....	300	144.00
Turpin's Stories from American History.....	3,000	999.40
Hygiene, Krohn's First Book on.....	9,996	2,915.50
Irving, Warner, and Whittier.....	96	38.78
Miles Standish, Longfellow's.....	408	49.43
Music Readers, Modern Music Series:		
Primer.....	1,044	216.63
First.....	1,164	289.06
Second.....	984	326.36
Third.....	180	74.70
Old Greek Stories, Gueber's.....	192	69.12
Readers:		
Dog of Flanders, Ouida.....	720	110.40
Lakeside Classics No. 46.....	192	23.68
The Man Without A Country, Hale's.....	600	120.00
Merrill's Graded Literature—		
First.....	1,656	331.20
Second.....	2,532	810.24
Third.....	1,668	600.48
Fourth.....	1,020	407.15
Fifth.....	468	186.81
Sixth.....	360	143.70
Stepping Stones to Literature—		
First.....	1,320	326.70
Second.....	1,788	590.04
Third.....	1,476	610.08
Fourth.....	1,224	608.94
Fifth.....	288	143.28
Sixth.....	360	179.10
Word Analysis, Swinton's.....	492	113.98
Word and Sentence Book, Merrill's.....	3,660	732.00

Text-books and supplies for the first eight grades.

	Quantity.	Cost.
BOOKS.		
Algebra, Wentworth's.....	360	\$322.50
Arithmetic:		
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Milne's Standard.....	1,776	923.52
Rational Elementary, Belfield and Brooks's.....	408	153.00
Arithmetic reader:		
Hall's No. 1.....	60	10.00
Hall's No. 2.....	516	106.00
Art education:		
Prang's Text-book, Vol. IV.....	2,000	720.00
Prang's Text-book, Vol. VI.....	1,560	561.60
Prang's Text-book, Vol. VII.....	1,080	475.00
Christmas Carol, Dickens's.....	156	36.30
Civil government:		
Our Government—Local, State, and National—James and Sanford's.....	180	114.03
Copy books:		
Normal review system—		
Book No. 4.....	6,600	341.00
Book No. 5.....	5,700	294.50
Book No. 6.....	4,800	248.00
Writing tablets, Cadmus—		
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No. 2.....	3,240	270.00
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Worcester's Comprehensive.....	756	686.70
English:		
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Essentials of Health, Stowell's.....	132	91.74
Evangeline, Longfellow's.....	492	59.45
Geography:		
Adams's Elementary Commercial.....	800	725.33
Frye's Grammar School.....	456	456.00
Frye's Primary.....	372	178.56
Redway's Natural Advanced.....	900	900.00
Redway's Natural Elementary.....	996	478.08
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Grammar:		
Arnold and Kettridge's The Mother Tongue.....	576	207.36
Buehler's Modern English.....	768	372.48
Wheeler's Graded Studies in English.....	816	264.52
Hans Andersen Stories.....	228	73.68
History:		
Gordy's History of the United States.....	216	176.04
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Montgomery's Beginners'.....	300	144.00
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Miles Standish, Longfellow's.....	408	49.43
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Primer.....	1,044	216.63
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Fourth.....	1,224	608.94
Fifth.....	288	143.28
Sixth.....	360	179.10
Word Analysis, Swinton's.....	492	113.98
Word and Sentence Book, Merrill's.....	3,660	732.00

Text-books and supplies for the first eight grades—Continued.

	Quantity	Cost.
SUPPLIES—continued.		
Paste, Sanford's Utopian, 16-ounce jars.....dozen..	20	\$79.00
Pencils:		
Drawing, No. 249.....gross..	500	833.00
Student's Dixon's Metropolitan, No. 2.....do..	2,350	1,984.50
Penholders, Faber's No. 2240.....do..	500	411.50
Pens, Esterbrook's No. 556.....do..	7,000	1,540.00
Raffia, natural.....pounds..	1,051	132.00
Raffia needles, No. 15.....papers..	1,080	33.00
Rubbers, small, Dixon's No. 60.....pounds..	500	294.00
Rulers, plain edge.....dozen..	500	117.50
Shoe pegs, colored.....quarts	1,500	112.00
Squares, Prang's, No. 3.....dozen..	100	50.00
Stencil letters, Reese's New Patent Adjustable.....sets..	175	175.00
Success binder.....rolls..	720	95.40
Wands, 3 feet by $\frac{3}{8}$ inch.....	100	8.00
Wand racks.....	2	3.00
Total.....		24,034.73
ADDITIONAL EXPENSES.		
Salary of custodian.....		1,000.00
Salary of assistant custodian.....		600.00
Hauling.....		981.97
Total.....		2,581.97
Grand total.....		52,096.10

The whole number of pupils enrolled in the eight grades that were supplied with free books was 45,366, making the cost per pupil for all books, supplies, and miscellaneous expenses \$1.148, and the cost for books alone, \$0.561.

The cost of books was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	8,950	\$657.90	\$0.074
Second.....	6,706	3,396.31	.506
Third.....	6,479	3,168.59	.489
Fourth.....	6,092	4,962.17	.814
Fifth.....	5,602	4,317.31	.771
Sixth.....	4,656	4,447.38	.955
Seventh.....	3,689	2,919.75	.791
Eighth.....	3,192	1,609.99	.504
Total.....	45,366	25,479.40	.561

Text-books and supplies for the first eight grades—Continued.

	Quantity	Cost.
SUPPLIES—continued.		
Paste, Sanford's Utopian, 16-ounce jars.....dozen..	20	\$79.00
Pencils:		
Drawing, No. 249.....gross..	500	833.00
Student's Dixon's Metropolitan, No. 2.....do..	2,350	1,984.50
Penholders, Faber's No. 2240.....do..	500	411.50
Pens, Esterbrook's No. 556.....do..	7,000	1,540.00
Raffia, natural.....pounds..	1,051	132.00
Raffia needles, No. 15.....papers..	1,080	33.00
Rubbers, small, Dixon's No. 60.....pounds..	500	294.00
Rulers, plain edge.....dozen..	500	117.50
Shoe pegs, colored.....quarts	1,500	112.00
Squares, Prang's, No. 3.....dozen..	100	50.00
Stencil letters, Reese's New Patent Adjustable.....sets..	175	175.00
Success binder.....rolls..	720	95.40
Wands, 3 feet by $\frac{1}{2}$ inch.....	100	8.00
Wand racks.....	2	3.00
Total.....		24,034.73
ADDITIONAL EXPENSES.		
Salary of custodian.....		1,000.00
Salary of assistant custodian.....		600.00
Hauling.....		981.97
Total.....		2,581.97
Grand total.....		52,096.10

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Seventh.....	3,689	2,919.75	.791
Eighth.....	3,192	1,609.99	.504
Total.....	45,366	25,479.40	.561

BOARD OF EDUCATION DISTRICT OF COLUMBIA.

Cost of text-books, by grades, for each year.

Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.	Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FIFTH GRADE.			
1892.....	8,005	\$3,954.95	\$0.494	1893.....	4,657	\$6,684.67	
1893.....	8,076	134.84	.017	1894.....	4,602	346.50	\$1.533
1894.....	8,446	501.36	.059	1895.....	4,538	2,255.35	.075
1895.....	8,148	744.94	.091	1896.....	4,404	909.88	.497
1896.....	8,472	985.45	.116	1897.....	4,656	2,992.28	.207
1897.....	8,475	768.39	.091	1898.....	4,743	1,925.77	.643
1898.....	8,949	1,797.21	.201	1899.....	4,809	2,767.70	.406
1899.....	8,849			1900.....	4,881	4,727.75	.575
1900.....	8,849	366.17	.041	1901.....	4,903	4,565.64	.968
1901.....	9,036	1,640.34	.181	1902.....	5,043	5,580.29	.931
1902.....	9,415	2,032.33	.215	1903.....	5,114	5,335.15	1.107
1903.....	9,063	2,379.33	.263	1904.....	5,399	2,556.61	1.043
1904.....	9,126	1,496.00	.163	1905.....	5,500	3,844.46	.473
1905.....	9,313	881.95	.095	1906.....	5,602	4,317.31	.692
1906.....	8,950	657.90	.074				.771
SECOND GRADE.				SIXTH GRADE.			
1892.....	5,814	1,793.70	.308	1893.....	3,548	12,796.60	
1893.....	5,904	48.65	.008	1894.....	3,598	768.74	3.606
1894.....	6,014	498.28	.082	1895.....	3,945	1,334.56	.216
1895.....	5,921	1,221.36	.206	1896.....	3,900	5,961.83	.338
1896.....	6,099	1,287.34	.211	1897.....	3,767	2,891.50	1.528
1897.....	6,196	1,736.20	.280	1898.....	4,021	5,303.16	.767
1898.....	6,472	2,518.52	.389	1899.....	3,991	4,471.57	1.327
1899.....	6,310	612.50	.097	1900.....	4,028	3,509.00	1.120
1900.....	6,067	1,657.48	.273	1901.....	4,095	4,902.26	.871
1901.....	6,336	2,638.47	.416	1902.....	4,166	2,959.38	1.197
1902.....	6,558	2,565.45	.391	1903.....	4,257	4,136.60	.710
1903.....	6,656	2,166.82	.326	1904.....	4,167	5,662.66	.972
1904.....	6,517	2,443.21	.375	1905.....	4,400	4,454.25	1.359
1905.....	6,737	1,929.92	.286	1906.....	4,656	4,447.38	1.012
1906.....	6,706	3,396.31	.506				.955
THIRD GRADE.				SEVENTH GRADE.			
1892.....	5,390	4,209.92	.781	1894.....	2,986	14,108.90	
1893.....	5,223	207.24	.040	1895.....	3,145	2,300.78	4.725
1894.....	5,153	507.56	.098	1896.....	3,199	3,145.02	.744
1895.....	5,608	3,767.94	.672	1897.....	3,179	2,656.13	.983
1896.....	5,687	1,421.96	.250	1898.....	3,163	2,223.31	.835
1897.....	5,808	1,097.78	.189	1899.....	3,272	3,160.31	.703
1898.....	5,761	1,608.65	.279	1900.....	3,322	2,403.11	.966
1899.....	6,053	1,727.46	.285	1901.....	3,291	3,914.36	.723
1900.....	6,130	2,245.35	.366	1902.....	3,224	3,326.73	1.189
1901.....	5,906	2,616.99	.443	1903.....	3,298	3,629.28	1.032
1902.....	6,024	3,030.04	.503	1904.....	3,521	3,999.56	1.100
1903.....	6,183	2,388.91	.386	1905.....	3,494	3,999.56	1.136
1904.....	6,313	3,561.53	.564	1906.....	3,689	3,368.49	.964
1905.....	6,400	2,116.41	.331			2,919.75	.791
1906.....	6,479	3,168.59	.489				
FOURTH GRADE.				EIGHTH GRADE.			
1892.....	4,877	7,670.16	1.573	1894.....	2,570	13,143.70	5.114
1893.....	5,011	249.87	.049	1895.....	2,685	1,663.81	.608
1894.....	4,776	489.27	.102	1896.....	2,658	2,094.15	.787
1895.....	4,725	1,301.34	.275	1897.....	2,731	2,588.38	.948
1896.....	5,055	1,673.12	.330	1898.....	2,892	1,093.26	.378
1897.....	5,150	3,738.42	.726	1899.....	2,747	1,584.53	.576
1898.....	5,426	2,802.37	.516	1900.....	2,863	1,959.47	.688
1899.....	5,375	2,685.84	.500	1901.....	2,888	3,636.12	1.259
1900.....	5,510	2,850.00	.517	1902.....	2,904	2,871.09	.989
1901.....	5,819	7,009.18	1.204	1903.....	2,988	7,627.68	2.553
1902.....	5,745	4,553.35	.792	1904.....	2,950	3,325.61	1.127
1903.....	5,751	2,609.34	.454	1905.....	3,071	4,700.65	1.531
1904.....	5,980	2,544.82	.425	1906.....	3,192	1,609.99	.504
1905.....	6,102	3,575.33	.586				
1906.....	6,092	4,962.17	.814				

Cost of supplies and of miscellaneous expenses, by grades, for each year.

Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.	Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FIFTH GRADE.			
1892.....	8,005	\$1,793.00	\$0.224	1893.....	4,657	\$3,150.83	\$0.724
1893.....	8,076	2,029.06	.251	1894.....	4,602	2,691.37	.585
1894.....	8,446	2,674.81	.316	1895.....	4,538	1,711.28	.377
1895.....	8,148	2,719.07	.334	1896.....	4,404	2,098.34	.476
1896.....	8,472	3,269.48	.386	1897.....	4,656	2,172.37	.466
1897.....	8,475	3,121.56	.368	1898.....	4,743	2,191.88	.462
1898.....	8,949	3,776.29	.422	1899.....	4,809	2,928.54	.609
1899.....	8,849	4,261.17	.481	1900.....	4,881	2,557.75	.524
1900.....	8,849	4,758.20	.537	1901.....	4,903	1,710.89	.349
1901.....	9,036	2,105.60	.233	1902.....	5,043	2,391.48	.475
1902.....	9,415	3,163.77	.336	1903.....	5,114	2,755.67	.539
1903.....	9,063	4,378.24	.483	1904.....	5,399	3,867.20	.714
1904.....	9,126	4,877.31	.534	1905.....	5,500	3,972.93	.716
1905.....	9,313	4,112.84	.441	1906.....	5,602	3,431.49	.612
1906.....	8,950	5,062.99	.565				
SECOND GRADE.				SIXTH GRADE.			
1892.....	5,814	1,591.31	.274	1893.....	3,548	2,610.85	.726
1893.....	5,904	1,834.51	.310	1894.....	3,598	2,154.05	.599
1894.....	6,014	2,239.98	.372	1895.....	3,945	1,471.81	.373
1895.....	5,921	1,839.62	.311	1896.....	3,900	1,842.87	.472
1896.....	6,099	3,453.64	.564	1897.....	3,767	1,884.28	.500
1897.....	6,196	3,597.07	.580	1898.....	4,021	1,887.44	.469
1898.....	6,472	3,873.82	.598	1899.....	3,991	2,451.56	.614
1899.....	6,310	3,984.07	.631	1900.....	4,028	2,110.93	.524
1900.....	6,067	3,635.79	.599	1901.....	4,095	1,608.47	.392
1901.....	6,336	1,690.16	.267	1902.....	4,166	2,295.31	.551
1902.....	6,558	2,173.47	.331	1903.....	4,257	2,462.81	.578
1903.....	6,656	3,455.59	.519	1904.....	4,167	2,968.28	.712
1904.....	6,517	3,889.03	.596	1905.....	4,400	3,149.65	.716
1905.....	6,737	3,843.59	.571	1906.....	4,656	2,933.53	.630
1906.....	6,706	3,406.99	.508				
THIRD GRADE.				SEVENTH GRADE.			
1892.....	5,390	2,270.45	.421	1894.....	2,986	1,630.04	.546
1893.....	5,223	2,348.59	.449	1895.....	3,145	1,435.01	.464
1894.....	5,153	2,143.84	.416	1896.....	3,199	1,196.98	.374
1895.....	5,608	2,135.95	.381	1897.....	3,179	1,607.24	.505
1896.....	5,687	2,435.14	.428	1898.....	3,163	1,703.72	.538
1897.....	5,808	2,639.84	.454	1899.....	3,272	1,951.14	.596
1898.....	5,761	2,993.87	.519	1900.....	3,322	1,770.57	.532
1899.....	6,053	3,210.27	.530	1901.....	3,291	1,168.03	.355
1900.....	6,130	4,276.47	.697	1902.....	3,224	1,549.66	.480
1901.....	5,906	3,473.12	.588	1903.....	3,298	1,809.72	.549
1902.....	6,024	3,356.49	.557	1904.....	3,521	2,544.98	.722
1903.....	6,183	3,700.34	.598	1905.....	3,494	2,527.05	.723
1904.....	6,313	3,177.34	.503	1906.....	3,689	2,354.04	.638
1905.....	6,400	4,418.81	.690				
1906.....	6,479	3,657.83	.564				
FOURTH GRADE.				EIGHTH GRADE.			
1892.....	4,877	1,495.03	.306	1894.....	2,570	1,451.17	.564
1893.....	5,011	2,299.37	.459	1895.....	2,685	1,834.04	.670
1894.....	4,776	1,971.71	.413	1896.....	2,658	1,135.38	.427
1895.....	4,725	1,877.66	.398	1897.....	2,731	1,269.66	.465
1896.....	5,055	1,946.77	.385	1898.....	2,892	1,581.80	.547
1897.....	5,150	3,102.39	.602	1899.....	2,747	1,625.79	.592
1898.....	5,426	2,683.08	.494	1900.....	2,863	1,520.05	.530
1899.....	5,375	2,850.76	.530	1901.....	2,888	1,024.19	.354
1900.....	5,500	2,151.91	.390	1902.....	2,904	1,643.33	.565
1901.....	5,819	1,275.23	.219	1903.....	2,988	1,721.37	.576
1902.....	5,745	1,466.10	.255	1904.....	2,950	2,251.75	.763
1903.....	5,751	1,928.53	.335	1905.....	3,071	2,422.70	.789
1904.....	5,980	3,208.99	.537	1906.....	3,192	2,169.99	.680
1905.....	6,102	3,171.93	.520				
1906.....	6,092	3,599.84	.591				

BOARD OF EDUCATION DISTRICT OF COLUMBIA.

Cost of all text-books and supplies, including miscellaneous expenses, by grades, for each year.

Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.	Year.	Num- ber of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.				FIFTH GRADE.			
1892.....	8,005	\$5,748.33	\$0.718	1893.....	4,357	\$9,835.50	
1893.....	8,076	2,163.90	.268	1894.....	4,602	3,037.87	\$2.257
1894.....	8,446	3,175.17	.375	1895.....	4,538	3,966.63	.660
1895.....	8,148	3,464.01	.425	1896.....	4,404	3,008.22	.874
1896.....	8,472	4,254.93	.502	1897.....	4,656	5,165.65	.681
1897.....	8,475	3,889.95	.459	1898.....	4,743	4,117.65	1.109
1898.....	8,949	5,573.50	.623	1899.....	4,809	5,696.24	.868
1899.....	8,849	4,261.17	.481	1900.....	4,881	7,285.50	1.184
1900.....	8,849	5,124.37	.578	1901.....	4,903	6,276.53	1.492
1901.....	9,036	3,745.94	.414	1902.....	5,043	7,971.77	1.280
1902.....	9,415	5,196.10	.551	1903.....	5,114	8,090.82	1.582
1903.....	9,063	6,757.57	.746	1904.....	5,399	6,423.81	1.582
1904.....	9,126	6,373.31	.697	1905.....	5,550	7,817.39	1.189
1905.....	9,313	4,994.79	.536	1906.....	5,602	7,748.80	1.408
1906.....	8,950	5,720.89	.639				1.383
SECOND GRADE.				SIXTH GRADE.			
1892.....	5,814	3,385.01	.582	1893.....	3,548	15,407.45	4.342
1893.....	5,904	1,883.16	.318	1894.....	3,598	2,922.79	.815
1894.....	6,014	2,738.26	.455	1895.....	3,945	2,806.37	.711
1895.....	5,921	3,060.98	.517	1896.....	3,900	7,804.70	2.001
1896.....	6,099	4,740.98	.779	1897.....	3,767	4,775.78	1.267
1897.....	6,196	5,333.27	.859	1898.....	4,021	7,223.02	1.796
1898.....	6,472	6,392.34	.987	1899.....	3,991	6,923.13	1.734
1899.....	6,310	4,596.57	.728	1900.....	4,028	5,619.93	1.395
1900.....	6,067	5,293.27	.872	1901.....	4,095	6,510.73	1.589
1901.....	6,336	4,328.63	.683	1902.....	4,166	5,254.69	1.261
1902.....	6,558	4,738.92	.722	1903.....	4,257	6,599.41	1.550
1903.....	6,656	5,622.41	.845	1904.....	4,167	8,630.94	2.071
1904.....	6,517	6,332.24	.971	1905.....	4,400	7,603.90	1.728
1905.....	6,737	5,773.51	.857	1906.....	4,656	7,380.91	1.585
1906.....	6,706	6,803.30	1.014				
THIRD GRADE.				SEVENTH GRADE.			
1892.....	5,390	6,480.37	1.202	1894.....	2,986	15,738.94	5.271
1893.....	5,223	2,555.83	.489	1895.....	3,145	3,735.79	1.208
1894.....	5,153	2,651.40	.514	1896.....	3,199	4,342.00	1.357
1895.....	5,608	5,903.89	1.053	1897.....	3,179	4,263.37	1.341
1896.....	5,687	3,857.10	.678	1898.....	3,163	3,927.03	1.241
1897.....	5,808	3,737.62	.643	1899.....	3,272	5,111.45	1.562
1898.....	5,761	4,602.52	.798	1900.....	3,322	4,173.68	1.255
1899.....	6,053	4,937.73	.815	1901.....	3,291	5,082.39	1.544
1900.....	6,130	6,521.82	1.063	1902.....	3,224	4,876.39	1.512
1901.....	5,906	6,089.11	1.031	1903.....	3,298	5,439.00	1.649
1902.....	6,024	6,386.53	1.060	1904.....	3,521	6,544.54	1.858
1903.....	6,183	6,089.25	.984	1905.....	3,493	5,895.54	1.687
1904.....	6,313	6,738.87	1.067	1906.....	3,689	5,273.79	1.429
1905.....	6,400	6,535.22	1.021				
1906.....	6,479	6,826.42	1.053				
FOURTH GRADE.				EIGHTH GRADE.			
1892.....	4,877	9,165.19	1.879	1894.....	2,570	14,594.87	5.678
1893.....	5,011	2,549.24	.508	1895.....	2,685	3,497.87	1.274
1894.....	4,776	2,460.98	.515	1896.....	2,658	3,229.53	1.211
1895.....	4,725	3,179.00	.673	1897.....	2,731	3,858.04	1.412
1896.....	5,055	3,619.89	.716	1898.....	2,892	2,675.06	.925
1897.....	5,150	6,840.81	1.328	1899.....	2,747	3,210.32	1.168
1898.....	5,426	5,485.45	1.010	1900.....	2,863	3,479.52	1.218
1899.....	5,375	5,536.40	1.030	1901.....	2,888	4,660.31	1.613
1900.....	5,510	5,001.91	.907	1902.....	2,904	4,514.42	1.554
1901.....	5,819	8,285.41	1.423	1903.....	2,988	9,349.06	3.129
1902.....	5,745	6,019.45	1.047	1904.....	2,950	5,577.36	1.890
1903.....	5,751	4,537.87	.789	1905.....	3,071	7,123.35	2.320
1904.....	5,980	5,753.81	.962	1906.....	3,192	3,779.98	1.184
1905.....	6,102	6,747.26	1.106				
1906.....	6,092	8,562.01	1.405				

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First nine divisions.		Tenth-thirteenth divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880.....	15,027	.....	6,573	.....	21,600	.....
1881.....	15,494	3.10	6,567	^a 0.09	22,061	2.13
1882.....	16,063	3.60	6,763	2.98	22,826	3.46
1883.....	16,524	2.80	7,070	4.53	23,594	3.36
1884.....	16,642	.71	7,225	2.19	23,867	1.11
1885.....	17,468	4.90	7,689	6.42	25,157	5.40
1886.....	18,720	7.10	8,191	6.52	26,911	6.97
1887.....	19,285	3.00	8,448	3.13	27,733	3.05
1888.....	19,762	2.40	8,791	4.06	28,553	2.95
1889.....	20,477	3.60	9,088	3.37	29,565	3.54
1890.....	21,077	2.90	9,289	2.21	30,366	2.70
1891.....	21,599	2.60	9,702	4.25	31,301	3.07
1892.....	22,264	3.00	9,942	2.47	32,206	2.89
1893.....	22,395	.59	10,097	1.56	32,492	.89
1894.....	23,483	4.85	10,141	.43	33,624	3.48
1895.....	23,798	1.32	10,046	^a .94	33,844	.65
1896.....	24,347	2.26	10,296	2.48	34,643	2.36
1897.....	25,261	3.75	10,420	1.20	35,681	2.99
1898.....	26,243	3.88	10,578	1.51	36,821	3.19
1899.....	26,742	1.90	10,171	^a 3.84	36,913	.25
1900.....	27,637	3.34	10,474	2.97	38,111	3.24
1901.....	28,741	3.99	10,660	1.77	39,401	3.38
1902.....	29,648	3.15	11,010	3.29	40,658	3.19
1903.....	29,846	.66	10,959	^a .46	40,805	.36
1904.....	30,653	2.70	11,477	4.71	42,130	3.24
1905.....	^b 29,566	^a 3.54	^c 13,844	^c 20.62	43,410	3.03
1906.....	30,064	1.68	13,921	.55	43,985	1.32

^a Decrease.^b Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.^c See note ^b.

TABLE VI.—Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since 1880.

School year ending June 30—	Average enrollment.						Teachers.	
	First nine divisions.		Tenth-thirteenth divisions.		Total.		Whole number employed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880.....	15,072	.....	6,573	.....	21,600	.....	434	.....
1881.....	15,494	3.10	6,567	^a 0.09	22,061	2.13	461	27
1882.....	16,063	3.60	6,763	2.98	22,826	3.46	485	24
1883.....	16,524	2.80	7,070	4.53	23,594	3.36	505	20
1884.....	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885.....	17,468	4.90	7,689	6.42	25,157	5.40	555	30
1886.....	18,720	7.10	8,191	6.52	26,911	6.97	595	40
1887.....	19,285	3.00	8,448	3.13	27,733	3.05	620	25
1888.....	19,762	2.40	8,791	4.06	28,553	2.95	654	34
1889.....	20,477	3.60	9,088	3.37	29,565	3.54	693	39
1890.....	21,077	2.90	9,289	2.21	30,366	2.70	745	52
1891.....	21,599	2.60	9,702	4.25	31,301	3.07	795	50
1892.....	22,264	3.00	9,942	2.47	32,206	2.89	845	50
1893.....	22,395	.59	10,097	1.56	32,492	.89	895	50
1894.....	23,483	4.85	10,141	.43	33,624	3.48	942	47
1895.....	23,798	1.32	10,046	^a .94	33,844	.65	991	49
1896.....	24,347	2.26	10,296	2.48	34,643	2.36	1,031	40
1897.....	25,261	3.75	10,420	1.20	35,681	2.99	1,071	40
1898.....	26,243	3.88	10,578	1.51	36,821	3.19	1,107	36
1899.....	26,742	1.90	10,171	^a 3.84	36,913	.25	^b 1,159	52
1900.....	27,637	3.34	10,474	2.97	38,111	3.24	^b 1,226	67
1901.....	28,741	3.99	10,660	1.77	39,401	3.38	^b 1,283	57
1902.....	29,648	3.15	11,010	3.29	40,658	3.19	^b 1,323	40
1903.....	29,846	.66	10,959	^a .46	40,805	.36	^b 1,371	48
1904.....	30,653	2.70	11,477	4.71	42,130	3.24	^b 1,425	54
1905.....	^c 29,566	^a 3.54	^d 13,844	^d 20.62	43,410	3.03	^b 1,478	53
1906.....	30,064	1.68	13,921	.55	43,985	1.32	^b 1,536	58

^a Decrease.^b Includes kindergarten teachers.^c Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.^d See note ^c.

TABLE VII.—Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number em- ployed.	Increase.	Per pupil (based on average enroll- ment).	Aggregate amount.	Per cent of increase.
1880.....	21,600	-----	434	-----	\$16.95	\$366,199.51	-----
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.60	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	595	40	17.76	477,993.67	1.79
1887.....	27,733	3.05	620	25	19.11	509,194.01	6.52
1888.....	28,553	2.95	654	34	19.11	545,717.71	7.17
1889.....	29,565	3.54	693	39	20.11	594,774.73	8.98
1890.....	30,366	2.70	745	52	21.58	655,310.08	10.17
1891.....	31,301	3.07	795	50	21.44	671,124.08	2.41
1892.....	32,206	2.89	845	50	22.49	724,521.93	7.95
1893.....	32,492	.89	895	50	23.93	776,616.53	7.19
1894.....	33,624	3.48	942	47	24.56	825,992.84	6.36
1895.....	33,844	.65	991	49	24.78	838,757.60	1.54
1896.....	34,643	2.36	1,031	40	25.23	882,273.18	5.18
1897.....	35,681	2.99	1,071	40	26.03	913,505.79	3.56
1898.....	36,821	3.19	1,107	36	26.07	959,804.34	5.05
1899.....	36,913	.25	^a 1,159	52	27.13	988,415.26	2.98
1900.....	38,111	3.24	^a 1,226	67	27.87	1,062,174.74	7.46
1901.....	39,401	3.38	^a 1,283	57	27.70	1,091,527.38	5.75
1902.....	40,658	3.19	^a 1,323	40	29.68	1,206,742.17	10.55
1903.....	40,805	.36	^a 1,371	48	29.39	1,199,209.61	(^b)
1904.....	42,130	3.24	1,425	54	30.71	^c 1,293,912.44	16.22
1905.....	43,410	3.03	1,478	53	31.61	^c 1,372,490.82	6.07
1906.....	43,985	1.32	1,536	58	32.94	^c 1,449,211.93	5.58

^a Includes kindergarten teachers.^b Decrease.^c Includes deficiency appropriations.

TABLE VIII.—Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since 1880.

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First nine divisions.		Tenth-thirteenth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.					
1880.....	18,378	.....	8,061	.....	26,439	.....	434	.....	\$13.85	\$366,199.51	.....
1881.....	19,153	4.21	8,146	1.05	27,299	3.25	461	27	13.96	381,314.19	4.12
1882.....	19,031	a.63	8,289	1.75	27,320	.07	485	24	14.57	398,254.54	4.44
1883.....	19,836	4.22	8,710	5.07	28,546	4.48	505	20	14.69	419,594.60	5.35
1884.....	21,221	6.98	9,167	5.24	30,388	6.45	525	20	14.31	435,032.79	3.67
1885.....	21,267	.21	9,598	4.70	30,865	1.56	555	30	15.21	469,550.51	7.93
1886.....	22,198	4.37	10,138	5.62	32,336	4.76	595	40	14.78	477,993.67	1.79
1887.....	23,073	3.94	10,345	2.04	33,418	3.34	620	25	15.23	509,194.01	6.52
1888.....	23,810	3.19	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889.....	24,594	3.29	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98
1890.....	25,468	3.55	11,438	2.39	36,906	3.19	745	52	17.75	655,310.08	10.17
1891.....	26,254	3.47	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41
1892.....	27,398	3.96	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95
1893.....	27,435	.14	12,329	.39	39,764	.22	895	50	19.53	776,616.53	7.19
1894.....	28,445	3.68	12,233	a.78	40,678	2.29	942	47	20.30	825,992.84	6.36
1895.....	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	1.54
1896.....	29,588	1.75	12,876	3.26	42,464	2.18	1,031	40	20.59	882,273.18	5.18
1897.....	30,141	1.87	12,854	1.17	42,995	1.25	1,071	40	21.60	913,595.79	3.56
1898.....	31,723	5.24	12,975	.94	44,698	3.96	1,107	36	21.47	959,804.34	5.05
1899.....	32,766	3.28	12,794	a1.39	45,560	1.92	b1,159	52	21.98	988,415.26	2.98
1900.....	33,771	3.06	12,748	a.35	46,519	2.10	b1,226	67	22.83	1,062,174.74	7.46
1901.....	34,399	1.85	13,032	2.22	47,431	1.96	b1,283	57	23.01	1,091,527.38	5.75
1902.....	35,079	2.26	13,353	2.46	48,432	2.11	b1,323	40	24.70	1,206,742.17	10.55
1903.....	35,493	1.12	13,252	a.75	48,745	.64	b1,371	48	24.60	1,199,292.61	(a)
1904.....	36,107	1.72	13,682	3.24	49,789	2.14	b1,425	54	25.98	c1,293,912.44	16.22
1905.....	d34,600	a4.17	d16,630	d21.54	51,230	2.89	b1,478	53	26.79	c1,372,490.82	6.07
1906.....	35,201	1.73	16,791	.96	51,992	1.48	1,536	58	27.87	c1,449,211.93	5.58

a Decrease.

b Includes kindergarten teachers.

c Includes deficiency appropriations.

d Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.

TABLE IX.—Amount expended for rent, and sites and buildings each year from the year 1880 to 1906, inclusive.

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880.....	\$28,908.35	\$74,998.24	1894.....	\$9,825.50	66,939.60
1881.....	26,506.11	103,416.91	1895.....	9,648.00	66,408.91
1882.....	26,472.57	253,609.73	1896.....	14,736.50	185,601.12
1883.....	14,805.33	103,141.47	1897.....	14,188.00	182,514.26
1884.....	8,742.50	103,563.94	1898.....	14,934.00	139,669.00
1885.....	7,060.00	118,400.00	1899.....	13,420.00	72,127.86
1886.....	6,919.66	61,130.04	1900.....	13,968.00	71,807.43
1887.....	7,354.00	73,085.34	1901.....	15,092.31	295,308.09
1888.....	10,215.44	239,150.77	1902.....	15,641.73	398,000.00
1889.....	14,832.00	332,312.44	1903.....	14,131.50	234,944.00
1890.....	10,000.00	240,467.39	1904.....	14,193.50	180,300.00
1891.....	9,892.00	229,078.00	1905.....	14,236.00	179,713.00
1892.....	9,602.00	220,344.47	1906.....	15,218.50	190,800.00
1893.....	8,951.25	42,270.36			

ATTENDANCE.

The entire enrollment for the year was 51,992, an increase of 762 over the preceding year. Of this number 35,201, or 67.70 per cent, were white, and 16,791, or 32.30 per cent, were colored. Of this number 24,513, or 47.14 per cent, were boys, of which 32.95 per cent were white and 14.19 per cent colored, and 27,479, or 52.86 per cent, were girls, of which 34.75 per cent were white and 18.11 per cent were colored.

The whole number of teachers provided for in the appropriation act was 1,544. The whole number employed was 1,536—1,038 white and 498 colored. There were 97 kindergarten teachers, including kindergarten teachers at the normal schools—62 white and 35 colored.

The pupils were distributed as follows:

	Male.	Female.	Total.
Pupils in normal schools.....	13	189	202
Pupils in high schools.....	1,146	1,943	3,089
Pupils in manual-training schools.....	540	525	1,065
Pupils in grammar and primary schools.....	21,747	23,619	45,366
Pupils in kindergartens.....	1,067	1,203	2,270
Total.....	24,513	27,479	51,992

The number of male teachers, including supervising principals as teachers, was 198 and the number of female teachers 1,338.

The schools were in session 180 days.

The night schools enrolled 3,111 pupils and continued 57 nights, except at Business Night High, Gales, and Garnet, where they were open 58 nights. The two cooking classes, 212 H street NW. were open 19 nights.

Of the entire enrollment of the schools, 2,270, or 4.37 per cent, were in the kindergartens; 45,366, or 87.25 per cent, were in the first eight grades; 3,089, or 5.94 per cent, in the high schools; 1,065, or 2.05 per cent, in the manual training schools, and 202, or .39 per cent, in the normal schools.

SCHOOL ACCOMMODATION.

During the year, two new buildings for the graded schools were completed. The John W. Ross, an 8-room building in the first division, intended to relieve the crowded condition of the schools on Columbia Heights, and the Henry T. Blow, in the sixth division, which was to relieve the Pierce and the Webb schools. Provision has been made for the erection of a new 8-room building in Georgetown on a lot adjoining the Curtis School, the Anthony Hyde, and one in the thirteenth division, opposite the Randall, the Francis L. Cardozo schools. These buildings will probably be ready for occupancy at the beginning of the next school year.

On the 1st of January, 1906, the new Business High School, on Rhode Island avenue between Eighth and Ninth streets, was opened, with accommodations for 800 pupils. It is gratifying to be able to report that Congress has at last appropriated the amount asked, \$135,000, to complete the McKinley Manual Training School, whose congested condition has made it necessary to turn over several rooms in the Central High School and in the Henry School to its uses.

Congress has also made appropriations for replacing the old McCormick School and constructing new buildings at Brightwood Park, Anacostia, and Deanwood. It has also complied with the request of the board for the purchase of a tract of land on Columbia Heights for a future normal school. In view of the inconveniences to which the pupils and teachers of the normal schools are subjected in their present quarters and the prospective increase in the number of pupils, together with the necessity for adequate quarters for the kindergarten department, the purchase of this tract of land should be promptly followed by the construction of a suitable building.

The efforts of the board to get rid of the half-day school, especially in grades above the second, which have been only partially successful, are now being supplemented by a law of Congress. The first section of the new school law enacted June 30, 1906, explicitly forbids half-day sessions above the second grade. To carry out this requirement Congress in the appropriation bill for the year ending June 30, 1907, appropriated a sum of money with which to rent temporary quarters so as to make it possible for the board of education to comply with the law. This provision, however, is clearly only a temporary one and emphasizes the necessity for a number of new school buildings.

The Morgan School, lying on the edge of Washington Heights and practically the only school convenient thereto, is crowded to the doors, and immediate relief should be given to both this school and the group of schools on Columbia Heights by the erection of a large building on or near the line of Sixteenth street extended.

The Mott, Abbot, and Garfield and the High Street schools in Georgetown, all of which are unsuited to further school uses, should be replaced by modern buildings. The territory east of the Wallach School and north of the Buchanan, being that part of Capitol Hill situated south of Lincoln Park and rapidly building up, should be provided in the near future with an additional schoolhouse.

Gymnasiums should be built in connection with the Central, Eastern, and M Street High schools and extensive improvements should be made at once in the basement of the Central High School.

The ground east of and adjoining the Armstrong Manual Training School, which presents at this time the best opportunity for extending that building, should be purchased without further delay.

There is a demand on the part of the citizens living on Grant road for the construction of a schoolhouse on the site formerly occupied by a colored school on that road just west of Connecticut avenue. The colored schools were removed from this site two years ago to occupy a new and modern building at Fort Reno.

A normal school building for colored pupils should also be provided. The Miner School building is, as is not generally known, a rented building which does not afford sufficient accommodations for the pupils and is in a neighborhood which does not provide pupils for the practice schools in sufficient numbers.

The rapid growth of Bloomingdale has already tested the capacity of the Gage School to its utmost, and as this is one of the buildings originally planned for extension, a 4-room addition should be built at an early date. Many of our manual training, cooking, and sewing schools are located in rented quarters. Both for reasons of economy and good administration, buildings should be constructed at convenient points to take the place of rented quarters, or, by annexes to existing buildings, they should be made a part of the school buildings in their respective neighborhoods.

Very respectfully,

A. T. STUART,
Superintendent.

REPORT OF THE SUPERVISING PRINCIPALS.

SIR: In accordance with your request the supervising principals submit a report for the school year 1905-6. The usual statistical tables are given and some comments are made upon the curriculum and the work of the schools.

Course of study.—The course of study in use in the grade schools was prepared and printed in the early part of the school year 1900-1901. It gave in condensed form an outline of work to be taught in each of the years below the high school. In the main it has been followed closely, but experience has shown some modifications of its terms to be necessary and others to be desirable. In arithmetic the work as laid down in the course of study has been found to be too heavy in some grades. Consequently parts have been omitted and others changed to conform better to the needs of the pupils. On the other hand, the outlines in geography and history are meagre in comparison with the fullness of treatment and illustration given to those subjects in many of our schools. The work in grammar in the sixth grade has seemed to us to be too difficult and a desire has been expressed frequently to have a course in that grade less a study of technical grammar than of language making, one giving less time to the study of parts of speech and sentence analysis and more for reading and writing (thought expressing). In most grades a need for more reading matter has been felt. For these reasons and also because the course of study is well nigh out of print, it has been hoped that there might be in the near future a revision and another printing of the course of study.

Exhibit of school work.—Last September the public schools completed the hundredth year of their existence. Among the special features arranged to celebrate that centennial anniversary was an exposition of school work and school methods held on December 20, 21, and 22 in the Business and M Street High schools and in the McKinley and Armstrong Manual Training schools. This was perhaps the most elaborate display ever made by our public schools. The fortunate fact of the completion of the fine new Business High School building at the very time of holding the exhibit gave to the schools a most advantageous opportunity to place the exhibit and to provide for the comfort of those who came to see it. Before the new furniture was installed, the various rooms and halls of this large

building were filled with material showing all kinds of school work which could be represented without the living presence of the pupil himself. And in several departments the work was represented by classes in actual operation. The arrangement of material was progressive by years from the kindergarten to the high school, but a division by subjects was made in every room, making it possible easily to examine the work either by grades or by subjects. Everything passed off in accordance with the well-laid plans and there was general regret that it was necessary to close the exhibit at the appointed time. The teachers made a careful study of the work shown and without doubt received considerable help and stimulus from it. Visitors and the press of the city spoke in terms of high commendation of the character and extent of the exhibition.

Supervision.—So complete a statement of the work of the supervising principals was made in their last report that it is not necessary to repeat it at this time. The various kinds of executive and educational work which the rules of the board of education place in the charge of the supervising principals were duly performed. By meetings with teachers, by conferring with them individually, and by teaching classes it was sought to realize in the schoolrooms the standards of instruction which you had set up. The different schools were visited as often as it was possible for each supervising principal to do so. As has been repeatedly pointed out in these reports, there is too great demand upon the time of the supervising principal by executive and clerical duties for him to supervise the schools as closely as they should be supervised, even in a system which allows great freedom to the initiative and self-direction of the individual teacher. This condition should be changed. It militates both against the proper supervision of the schools and against the real success of the system. Some means should be found to transact this work in another way. If it is not feasible to provide a clerk for the office of each supervising principal, then much of the clerical work he has now to do should be performed at the central office. Relieved of this exaction he would be free to devote his time and effort more fully to visiting the schools and improving the educational work.

Rating of teachers.—The rating of teachers of the grade schools, placed upon the supervising principals by Rule 22, is a task difficult in nature and requiring great care in its performance. It has been the desire of the supervising principals to do this work, not only in a spirit of absolute fairness, but also with sympathy and appreciation of the teacher's problems and difficulties. Every teacher in the grade schools was rated under your direction with reference to the standards which you have from time to time established. The rating of the teachers of the first three grades was made after conference

with the director of primary work, as required by the rules of the board of education.

In concluding, I desire to acknowledge for the supervising principals the courtesy and consideration which you have uniformly shown them.

On behalf of the supervising principals:

C. S. CLARK,
Supervising Principal, First Division.

Mr. A. T. STUART,
Superintendent of Schools.

FIRST DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Adams, R street, between Seventeenth and Eighteenth NW.....	1	1	1	1	1	1	1	1	.....	8	8	8
Berret, Fourteenth and Q streets NW.....	1	1	1	1	1	1	1	1	.....	8	^a 9	8
Dennison, S street NW., between Thirteenth and Fourteenth streets.....	2	1	1	1	1	1	1	1	1	10	^b 12	^c 12
Force, Massachusetts avenue, between Seventeenth and Eighteenth streets NW.....	2	2	2	2	2	2	1	1	.....	14	12	^d 15
Franklin, Thirteenth and K streets NW.....	2	1	1	1	2	2	2	2	.....	^e 13	^f 17	^g 10
Harrison, Thirteenth street, between V and W streets NW.....	.....	1	1	1	1	1	1	1	1	8	8	^h 9
Hubbard, Kenyon street, between Eleventh and Twelfth streets NW.....	1	.....	1	1	1	1	1	1	.....	7	ⁱ 8	7
Johnson, School and Grant streets NW.....	1	1	1	1	1	1	1	1	.....	8	8	8
Johnson Annex, Mount Pleasant.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	^j 4	2
Morgan, between Champlain and Eighteenth streets NW.....	1	1	1	1	1	1	1	1	1	9	8	^h 10
Ross, Harvard street, between Eleventh and Thirteenth streets NW.....	.....	1	1	1	1	1	1	1	.....	7	ⁱ 8	7
Thomson, Twelfth street, between K and L streets NW.....	.....	1	1	1	.....	.....	.....	.....	.....	3	^k 6	3
1017 Twelfth street NW.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	^l 8	2
Whole number of schools:												
1906.....	11	11	12	12	12	12	11	11	5	97	116	101
1905.....	11	11	11	11	11	12	11	10	4	92	100	95

^a One room used for cooking school.

^b One room used for cooking and one room for cutting and fitting school.

^c Including assistant to principal and assistant kindergarten teacher.

^d Including assistant to principal.

^e Eight practice schools under supervision of four normal teachers.

^f One room used by normal school and three for other purposes.

^g Including four normal teachers and one assistant to the principal of the building.

^h Including assistant kindergarten teacher.

ⁱ One room vacant.

^j One room used for cooking school, one for manual training, and one for cutting and fitting class.

^k One room used for cooking school and two rooms for manual training.

^l Three rooms for kindergarten and five rooms for other purposes.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
Adams.....	Furnace	Excellent..	Good.....	Good <i>d</i>	Good.....	Small.....	Owned.
Berret.....	do.....	Good.....	do.....	Fair.....	Insufficient.	Insufficient.	Do.
Dennison.....	Steam	Excellent..	do.....	Excellent..	Excellent..	Excellent..	Do.
Force.....	do.....	do.....	Poor.....	do.....	do.....	Fair.....	Do.
Franklin.....	do.....	do. <i>a</i>	do.....	Poor.....	do. <i>b</i>	None.....	Do.
Harrison.....	Furnace	do.....	Good.....	Good <i>e</i>	Good.....	Fair.....	Do.
Hubbard.....	do.....	do.....	Excellent..	Excellent..	Excellent..	Excellent..	Do.
Johnson.....	do.....	do.....	Good.....	do.....	Good.....	Fair.....	Do.
Johnson Annex.	Stoves...	Good.....	Poor.....	None <i>c</i>	None.....	do.....	Do.
Morgan.....	Furnace	Excellent..	Excellent..	Excellent..	Excellent..	Excellent..	Do.
Ross.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Thomson.....	do.....	Fair.....	Poor.....	Poor.....	Insufficient.	None.....	Do.
1017 Twelfth st.	Steam...	Good.....	Good.....	Good.....	None.....	do.....	Rented.

a Five rooms, poor.*b* Boys' play rooms insufficient.*c* See Johnson School.*d* Indicates dry closets.*e* Being remodeled.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1906.	Number above sec- ond grade, 1906.
	1906.	1905.		
Force.....	4	4	1,2,3,3	2
Hubbard.....		4		
Morgan.....	2	2	1,2	
Total.....	6	10		2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole en- rollment.		Average en- rollment.		Average daily attend- ance.		Average number of pupils per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enroll- ment.	Based on average enroll- ment.
Eighth.....	11	11	492	486	438	433	410	405	44.7	39.8
Seventh.....	11	11	490	449	419	404	399	380	44.5	38.0
Sixth.....	12	11	543	464	459	398	432	370	45.2	38.2
Fifth.....	12	11	582	521	499	450	470	422	48.5	41.5
Fourth.....	12	11	540	543	460	460	430	426	45.0	38.3
Third.....	12	12	550	481	465	416	435	388	45.8	38.7
Second.....	11	11	528	495	433	409	402	381	48.0	39.3
First.....	11	10	560	561	425	438	589	399	50.9	38.6
Total.....	92	88	4,285	4,000	3,598	3,408	3,367	3,171	46.5	39.1
Kindergarten.....	5	4	239	188	138	132	119	117	45.8	27.6
Total.....	97	92	4,524	4,188	3,736	3,540	3,486	3,288	46.6	36.4

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	97.2	170	207	1	41.0	34.0
October.....	95.3	716	593	13	77.5	59.5
November.....	94.4	892	711	7	57.0	24.0
December.....	93.1	665	943	18	49.0	13.0
January.....	93.4	1,063	866	28	108.5	100.5
February.....	92.7	837	827	28	66.5	107.0
March.....	91.2	854	826	14	66.5	25.5
April.....	91.6	488	421	6	50.0	46.0
May.....	92.4	861	759	9	81.0	37.5
June.....	92.3	342	338	15	43.5	31.5
Total.....		6,888	6,491	139	640.5	478.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	66
Other normal schools.....	7
Colleges.....	3
Kindergartens.....	10
Nongraduates.....	17
Total.....	103
Counted more than once.....	2
Total.....	101

SECOND DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergaten.	Total.	Schoolrooms.	Number of teachers.
Abbot, Sixth and L streets NW.....	1	1	1	1	1 { 2-3 }	1	2	2	1	10	a 9	9
Gage, Second street, above U street NW.....		1	1	1	1	1	1	2	1	9	8	10
Henry, P, between Sixth and Seventh streets NW.....	1	1	1	2	2	3	2			12	b 12	c 13
Morse, R, between Fifth street and New Jersey avenue NW.....	1	1	1	1	1	2	2	2		11	8	11
Phelps, Vermont avenue, between T and U streets NW.....	1	1	1	1	1	1	1	2	1	10	8	d 11
Polk, Seventh and P streets NW.....	1	1	1	1	1		1	3	1	10	8	d 11
Seaton, I, between Second and Third streets NW.....	1	1	1	1 { 3-4 }	1	2	2	2	1	e 12	12	f 12
Twining, Third, between N and O streets NW.....	1	1	1	1	1	1	1	1		8	8	8
Webster, Tenth and H streets NW.....	1	1	2	2	2	2	2	2		14	12	c 15
Whole number of schools:												
1906.....	8	9	10	11	12	13	13	16	4	96	85	101
1905.....	8	9	10	11	12	11	13	14	3	91	85	95

a One room used as a play room.

b Two rooms used for manual training.

c Including assistant.

d Including assistant kindergarten teacher.

e Four practice rooms under supervision of two normal teachers.

f Including assistant kindergarten teacher, two normal teachers, and assistant to the principal of the building.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water closets.	Play rooms.	Yards.	Owned or rented.
Abbot.....	Furnace..	Good.....	Fair.....	Poor ^a	None.....	None.....	Owned.
Gage.....	do.....	Excellent.	Excellent.	Excellent.	Good.....	Ample ^b	Do.
Henry.....	Steam.....	do.....	Fair.....	Good.....	Fair.....	Good.....	Do.
Morse.....	Furnace.....	do.....	Good.....	Excellent.	Good.....	do.....	Do.
Phelps.....	do.....	do.....	Excellent.	do.....	Fair ^c	Small.....	Do.
Polk.....	do.....	do.....	Good.....	Good ^a	do.....	Good.....	Do.
Seaton.....	Steam.....	do.....	Poor.....	Excellent.	Good.....	do.....	Do.
Twining.....	Furnace.....	do.....	Good.....	do.....	Poor.....	do.....	Do.
Webster.....	Steam.....	do.....	Poor.....	do.....	Fair.....	None.....	Do.
624-626 O street NW. ^d	do.....	Good.....	do.....	Fair.....	None.....	do.....	Rented.
607-609 O street NW. ^e	do.....	do.....	do.....	do.....	do.....	do.....	Do.
212 H street NW. ^f	Hot water	do.....	do.....	Good.....	do.....	do.....	Do.
Northeast corner Seventh and L streets NW.	Stoves.....	do.....	do.....	Poor.....	do.....	do.....	Do.

^a Indicates dry closets.^b Unimproved.^c Five rooms poor.^d Used for manual training.^e Used for cooking schools.^f Used for manual training and cooking schools.TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1906.	Number above second grade, 1906.
	1906.	1905.		
Abbot.....	2	2	1,1	.....
Gage.....	2	.....	1,1	.....
Henry.....	4	4	2,2,3,3	2
Morse.....	6	4	1,1,2,2,3,3	2
Phelps.....	4	2	1,1,2,3	1
Polk.....	4	4	1,1,1,2	.....
Webster.....	4	4	1,1,2,2	.....
Total.....	26	20	.....	5

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	311	308	274	275	262	265	38.8	34.2
Seventh.....	9	9	386	383	347	340	331	323	42.8	38.5
Sixth.....	10	10	479	445	417	388	394	365	47.9	41.7
Fifth.....	11	11	503	508	455	452	429	421	45.7	41.3
Fourth.....	12	12	523	517	466	474	439	445	43.5	38.8
Third.....	13	11	537	523	464	452	437	425	41.3	35.6
Second.....	13	13	514	535	446	462	419	432	39.5	34.3
First.....	16	14	650	658	512	497	471	458	40.6	32.0
Total.....	92	88	3,903	3,877	3,381	3,340	3,182	3,134	42.4	36.7
Kindergarten.....	4	3	189	141	124	98	111	89	47.2	31.0
Total.....	96	91	4,092	4,018	3,505	3,438	3,293	3,223	42.6	36.5

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	97.9	128	113	2	32.0	
October.....	96.3	424	478	15	33.5	38.5
November.....	95.3	491	480	11	64.0	91.0
December.....	93.5	466	511	10	26.5	132.0
January.....	94.3	570	621	14	50.5	75.0
February.....	93.4	458	566	12	35.5	70.0
March.....	92.7	404	475	8	57.0	81.5
April.....	91.4	304	281	6	34.0	97.5
May.....	92.5	322	478	5	28.0	53.0
June.....	93.1	171	261	8	18.0	56.0
Total.....		3,738	4,264	91	379.0	714.0

TABLE VI.—Showing graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	70
Other normal schools.....	10
Colleges.....	2
Kindergartens.....	8
Nongraduates.....	14
Total.....	104
Counted more than once.....	3
Total.....	101

THIRD DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Brent, Third and D streets SE.....	1	1	1	1	1	1	2	1	.....	9	8	9
Dent, Second street and South Carolina avenue SE.....	.....	1	1	1	1	1	2	2	1	10	8	^a 11
Edmonds, Ninth and D streets NE.....	1	1	1	1	1	2	1	1	.....	9	8	9
Hilton, Sixth, between B and C streets NE.....	1	1	1	1	1	2	2	1	.....	10	8	10
Lenox, Fifth, between G and Virginia avenue SE.....	1	1	1	1	1	2	1	2	.....	10	8	10
Maury, B, between Twelfth and Thirteenth streets NE.....	1	1	1	1	1	1 { 1 } 1-2	1	1	.....	9	8	9
Peabody, Fifth and C streets NE.....	1	2	2	3	2	.....	1	1	1	13	12	^b 15
Towers, Eighth and C streets SE.....	1	1	1	1	1	1	1	3	.....	10	8	10
Wallach, D, between Seventh and Eighth streets SE.....	1	1	2	3	3	2	2	.....	1	15	14	^b 17
Total number of schools:												
1906.....	8	10	11	13	12	12	14	12	3	95	82	100
1905.....	8	9	11	13	12	12	13	14	3	95	82	100

^a Including assistant kindergarten teacher.^b Including assistant kindergarten teacher and one assistant to principal.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Brent.....	Furnace..	Excellent.	Good.....	Excellent.	Small.....	Ample ..	Owened.
Dent.....	do.....	do.....	Excellent.	do.....	do.....	do.....	Do.
Edmonds.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
French ^a	do.....	do.....	do.....	do.....	None.....	None.....	Do.
Hilton.....	do.....	do.....	do.....	Good.....	Small.....	Small.....	Do.
Lenox.....	do.....	do.....	Good.....	Excellent.	do.....	do.....	Do.
Maury.....	do.....	do.....	do.....	do.....	do.....	Fair.....	Do.
Peabody.....	Steam.....	do.....	do.....	do.....	do.....	Small.....	Do.
Towers.....	Furnace.....	do.....	do.....	do.....	do.....	Ample.....	Do.
Wallach.....	Steam.....	do.....	do.....	Fair.....	do.....	do.....	Do.
646 Massachusetts avenue NE. ^b	Stoves.....	Good.....	Fair.....	do.....	None.....	None.....	Rented.

^aUsed for manual training, cooking, and sewing.^bUsed for manual training and cooking.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools. 1906.	Number above second grade, 1906.
	1906.	1905.		
Brent.....	2	4	1, 2	.....
Dent.....	4	4	1, 1, 2, 2	.....
Edmonds.....	2	2	1, 2	.....
Hilton.....	4	2	1, 2, 2, 3	1
Lenox.....	4	4	1, 1, 2, 3	1
Maury.....	2	2	1, 1-2	.....
Peabody.....	2	2	1, 2	.....
Towers.....	4	4	1, 1, 1, 2	.....
Wallach.....	2	2	2, 2	.....
Total.....	26	26	.....	2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	324	306	286	267	273	256	40.5	35.7
Seventh.....	10	9	441	376	399	334	381	319	44.1	39.9
Sixth.....	11	11	521	513	469	464	445	440	47.3	42.6
Fifth.....	13	13	540	557	490	499	466	471	41.5	37.6
Fourth.....	12	12	587	562	531	507	503	475	48.9	44.2
Third.....	12	12	573	540	514	483	489	458	47.7	42.8
Second.....	14	13	547	531	500	477	471	451	39.0	35.7
First.....	12	14	561	620	453	513	420	475	46.7	37.7
Total.....	92	92	4,094	4,005	3,642	3,544	3,448	3,345	44.5	39.5
Kindergarten...	3	3	162	166	108	105	97	93	54.0	36.0
Total.....	95	95	4,256	4,171	3,750	3,649	3,545	3,438	44.7	39.4

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1905-6.	Cases of tar- diness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	98.0	46	42	.....	55.0	23.5
October.....	95.8	224	261	15	78.0	81.5
November.....	95.0	272	280	15	83.0	63.0
December.....	94.0	207	289	23	35.5	78.5
January.....	94.3	268	284	26	47.5	117.5
February.....	93.1	201	250	7	24.5	96.5
March.....	92.7	211	247	11	54.5	97.5
April.....	93.2	159	191	15	33.0	50.0
May.....	93.9	218	254	23	59.0	82.5
June.....	94.4	94	143	4	36.5	49.5
Total.....		1,900	2,241	139	506.5	740.0

TABLE VI.—Showing number of graduates from normal schools, colleges, and non-graduates.

Washington Normal School No. 1.....	76
Other normal schools.....	5
Colleges.....	1
Kindergartens.....	6
Nongraduates.....	14
Total.....	102
Counted more than once.....	2
Total.....	100

FOURTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Amidon, Sixth and F streets SW.....		1		1	1	2	2	2	1	10	8	^a 11
Arthur, Arthur Place NW.....	1	1	1	1	1	²⁻³ ₁	1	2		10	8	10
Bowen, Sayles J., Third and K streets SW.....	7-8		1	1	2	2	1	1		9	8	9
Bradley, Thirteen-and-a-half street, between C and D streets SW.....	¹ ₁	1	1	1	1	²⁻³ ₁	1-2	1		9	8	9
Greenleaf, Four-and-a-half street, between M and N streets SW.....			1	1	2	1	3	2		10	8	10
Jefferson, Sixth and D streets SW.....	2	2	3	3	3	2	2	2	1	20	^b 20	^c 22
McCormick, Third street, between M and N streets SE.....					1	²⁻³ ₁	1	2		6	4	6
Potomac, Twelfth street, between Maryland avenue and E street SW.....					1	1	1	1		4	4	4
Smallwood, I street, between Third and Four-and-a-half streets SW.....	1	1	1	1	1	1	1	2		9	8	9
Total number of schools:												
1906.....	6	6	8	9	13	15	13	15	2	87	76	90
1905.....	6	6	8	9	13	15	12	15	2	86	76	89

^aIncluding assistant kindergarten teacher.^bOne room used as office for supervising principal and one for cooking school.^cIncluding assistant to principal and assistant kindergarten teacher.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Amidon.....	Furnace..	Excellent.	Excellent.	Excellent.	Excellent.	Small.....	Owned.
Arthur.....	do.....	do.....	Good.....	Fair ^a	Good.....	Excellent.	Do.
Bowen, Sayles J...	Steam....	Insufficient.	Excellent.	Excellent.	do.....	do.....	Do.
Bradley.....	Furnace..	Excellent.	Good.....	do.....	Small.....	Small.....	Do.
Greenleaf.....	do.....	do.....	Excellent.	Good.....	do.....	do.....	Do.
Jefferson.....	Steam....	do. ^b	Fair.....	Excellent.	Excellent.	Excellent.	Do.
McCormick.....	Furnace..	do.....	do.....	Poor.....	None.....	do.....	Do.
Potomac.....	Stoves....	do.....	do.....	do.....	do.....	Small.....	Do.
Smallwood.....	Furnace..	do.....	Good.....	do. ^a	Small.....	do.....	Do.
494 Maryland avenue SW. ^c	Stoves....	Good.....	Poor.....	Good.....	None.....	do.....	Rented.

^a Indicates dry closets.^b Eight rooms insufficient.^c Used for cutting and fitting.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1906.	Number above second grade, 1906.
	1906.	1905.		
Amidon.....	4	4	1, 1, 2, 2	.....
Arthur.....	4	4	1, 1, 2, 2-3	1
Bowen, Sayles J...	2	2	1, 2	.....
Bradley.....	2	2	1, 1-2	.....
Greenleaf.....	4	2	1, 1	.....
Jefferson.....	4	4	1, 1, 2, 2	.....
McCormick.....	4	4	1, 1, 2, 2-3	1
Smallwood.....	2	2	1, 1	.....
Total.....	26	24	.....	2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	6	6	225	201	191	174	182	165	37.5	31.8
Seventh.....	6	6	282	309	243	277	232	263	47.0	40.5
Sixth.....	8	8	358	379	322	333	302	314	44.7	40.2
Fifth.....	9	9	451	454	388	395	361	370	50.1	43.1
Fourth.....	13	13	575	567	504	488	467	452	44.2	38.7
Third.....	15	15	625	619	538	540	505	503	41.6	35.8
Second.....	13	12	599	613	526	541	491	503	46.0	40.4
First.....	15	15	732	804	570	620	523	570	48.8	38.0
Total.....	85	84	3,847	3,946	3,282	3,368	3,063	3,140	45.2	38.6
Kindergarten.....	2	2	95	108	61	75	53	66	47.5	30.5
Grand total...	87	86	3,942	4,054	3,343	3,443	3,116	3,206	45.3	38.4

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attendance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	97.4	72	69	2		
October.....	94.5	305	321	4	28.5	
November.....	94.3	358	329	13	84.0	21.0
December.....	91.9	269	343	20	90.5	60.0
January.....	92.5	296	415	16	56.0	63.0
February.....	92.1	290	326	7	73.0	54.5
March.....	92.0	256	342	6	53.0	100.0
April.....	91.9	234	249	6	93.5	82.5
May.....	92.8	310	311	4	20.5	68.5
June.....	94.5	86	131	8	39.5	31.5
					35.5	43.5
Total.....		2,476	2,836	86	574.0	21.0
						545.5

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	60
Other normal schools.....	12
Colleges.....	0
Kindergartens.....	4
Nongraduates.....	14
Total.....	90

FIFTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Addison, P street, between Thirty-second and Thirty-third streets.....	1	1	1	1	1	1		2	1	9	8	^a 10
Conduit Road, Conduit road.....					1-4					1	1	1
Corcoran, Twenty-eighth street, near M street.....	1	1	1	1	1	2	2	2		11	8	11
Curtis, O street, between Thirty-second and Thirty-third streets.....	1	1	2	1	1	2	3	1		12	^b 10	12
Fillmore, Thirty-fifth street, near R street.....	1	1	1	1	1	1	1	1		8	8	8
Grant, G street, between Twenty-first and Twenty-second streets.....	1	1	2	2	2	2	2	3		15	12	^c 16
Industrial Home, Wisconsin avenue.....	5-8				3-4		1-2			3	4	3
Jackson, R street, between Thirtieth and Thirty-first streets.....	1	1	1	1	1	1	1	1	1	9	8	^a 10
Reservoir, Conduit road.....	7-8		5-6		3-4		1-2			4	4	4
Threlkeld, Thirty-sixth street and Prospect avenue.....				1	1	1	1	1		5	4	5
Toner, Twenty-fourth and F streets.....	1	1	1	1	1	1	1	1	1	9	8	^a 10
Weightman, Twenty-third and M streets.....	1	1	1	1	1	1	^d 1-2	1		9	8	9
1200 Twenty-ninth street NW.....									1	1	^d 2	^a 2
3222 O street NW.....											^e 2	
Whole number of schools:												
1906.....	10	8	11	10	13	12	15	13	4	96	87	101
1905.....	8	9	9	11	13	11	15	12	3	91	85	95

^a Includes assistant kindergarten teacher.^b One room used by Peabody Library^c Includes assistant to principal.^d One room vacant.^e One room used for supervising principal's office and one room vacant.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Addison.....	Furnace	Excellent.	Good.....	Excellent.	Excellent.	Good.....	Owned.
Conduit Road.....	Stoves.....	do.....	do.....	Poor.....	None.....	Fair.....	Do.
Corcoran.....	Furnace	do.....	do.....	Excellent.	Excellent.	Good.....	Do.
Curtis.....	Steam.....	do.....	do.....	do.....	do.....	Excellent.	Do.
Fillmore.....	Furnace	do.....	do.....	Good ^a	do.....	Good.....	Do.
Grant.....	Steam.....	do.....	do.....	do.....	do.....	do.....	Do.
High Street ^b	do.....	do.....	Poor.....	Poor.....	do.....	Excellent.	Do.
Industrial Home.....	do.....	do.....	Fair.....	Excellent.	Poor.....	do.....	(c)
Jackson.....	Furnace	do.....	Good.....	Poor ^a	Excellent.	Good.....	Owned.
Reservoir.....	Stoves.....	do.....	do.....	Fair.....	do.....	Excellent.	Do.
Threlkeld.....	do.....	do.....	Fair.....	do.....	Poor.....	Fair.....	Do.
Toner.....	Furnace	do.....	Excellent.	Excellent.	Excellent.	Good.....	Do.
Weightman.....	do.....	do.....	Good.....	do.....	do.....	do.....	Do.
3222 O street ^d	do.....	Fair.....	do.....	do.....	None.....	do.....	Rented.
730 Twenty-fourth street. ^b	Stoves.....	Excellent.	Fair.....	Good.....	do.....	Ample.....	Do.
1200 Twenty-ninth street.	Steam.....	Good.....	Good.....	do.....	do.....	None.....	Do.

^a Indicates dry closets.^b Used for manual training.^c Neither owned nor rented.^d One room used for supervising principal's office and one room vacant.TABLE III.—*Showing half-day schools.*

Name of school.	Half-day schools.		Grades of half-day schools, 1906.	Number above second grade, 1906.
	1906.	1905.		
Addison.....	2	2	1, 1	.....
Corcoran.....	6	2	1, 1, 2, 2, 3, 3	2
Curtis.....	6	6	1, 2, 2, 2, 3, 3	2
Grant.....	6	4	1, 1, 2, 2, 3, 3	2
Jackson.....	2	2	1, 2	.....
Threlkeld.....	2	2	1, 2	.....
Toner.....	2	.....	1, 2	.....
Weightman.....	2	2	1, 1-2	.....
Total.....	28	20	.....	6

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	10	8	307	311	261	264	244	249	30.7	26.1
Seventh.....	8	9	296	314	259	275	244	258	37.0	32.3
Sixth.....	11	9	396	351	344	312	324	294	36.0	31.2
Fifth.....	10	11	530	538	448	448	421	417	53.0	44.8
Fourth.....	13	13	513	508	438	433	409	403	39.4	33.6
Third.....	12	11	560	537	474	457	440	424	46.6	39.5
Second.....	15	15	552	562	501	479	465	450	36.8	33.4
First.....	13	12	714	709	565	549	520	488	54.9	43.4
Total.....	92	88	3,868	3,830	3,290	3,217	3,067	2,983	42.0	35.7
Kindergarten.....	4	3	180	144	114	92	101	83	45.0	28.5
Total.....	96	91	4,048	3,974	3,404	3,309	3,168	3,066	42.1	35.4

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attendance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	97.6	112	152	5	10.5	20.0
October.....	94.4	506	550	8	79.5	41.0
November.....	94.0	497	606	9	53.0	69.0
December.....	92.4	366	486	14	18.5	23.0
January.....	92.3	541	620	17	41.5	131.0
February.....	92.5	485	528	16	34.0	102.0
March.....	91.7	472	522	17	47.5	135.5
April.....	91.3	354	301	3	78.0	44.0
May.....	91.9	485	454	10	40.5	51.5
June.....	93.3	204	248	4	51.0	68.0
Total.....		4,022	4,467	103	454.0	685.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	68
Other normal schools.....	7
Colleges.....	3
Kindergartens.....	8
Nongraduates.....	17
Total.....	103
Counted more than once.....	2
Total.....	101

SIXTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

Name and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Benning, Benning, D. C.....	7-8		1		3-4		1-2 ^a			4	4	4
Blair, 1 street between Sixth and Seventh streets NE.....	1	1	1	1	1	1	1	1	1	9	8	^b 10
Blow, Nineteenth street and Benning road NE.....				1	1	1	1	1		5	^c 8	5
Hamilton, Bladensburg road, D. C.....	6-8			4-5		2-3		1		4	4	4
Kenilworth, Kenilworth, D. C.....			5-6		3-4		1-2			3	^a 4	3
Ludlow, southeast corner Sixth and G streets NE.....	1	1	1	1	1	1	1	1		8	8	8
Madison, Tenth and G streets NE.....	1	1	1	1	1	1	1-2	1		9	8	9
Pierce, Fourteenth and G streets NE.....	7-8		1	1	1	1	2	2	1	10	8	^b 11
Taylor, Seventh street, near G street NE.....	1	1	1	1	1	1	1	1	1	9	8	^b 10
Webb, Fifteenth and Rosedale streets NE.....	1	1	1	1	1	1	1	1		8	8	8
Wheatley, Twelfth and N streets NE.....	7-8		1	1	1	1	1	2	1	9	8	^b 10
Whole number of schools:												
1906.....	9	5	9	9	10	9	12	11	4	78	76	82
1905.....	9	5	8	9	9	11	10	12	4	77	68	81

^a One room used for manual training.^b Including assistant kindergarten teacher.^c Three rooms vacant.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Benning.....	Stoves.....	Good.....	Fair.....	Poor.....	None.....	Good.....	Owned.
Blair.....	Furnace.....	Excellent.	Good.....	Excellent.	Excellent.	Ample.....	Do.
Blow.....	do.....	do.....	Excellent.	do.....	do.....	Excellent.	Do.
Hamilton.....	Stoves.....	Fair.....	Poor.....	Poor.....	None.....	Good.....	Do.
Kenilworth.....	Furnace.....	Excellent.	Fair.....	do.....	Excellent.	do.....	Do.
Ludlow.....	do.....	do. ^a	Excellent.	Excellent.	do. ^a	Girls' small.	Do.
Madison.....	do.....	do.....	Good.....	do. ^a	do. ^a	Small.....	Do.
Northeast Industrial. ^b	do.....	do.....	do.....	Good.....	None.....	None.....	Rented.
Pierce.....	do.....	do.....	do.....	do. ^c	Excellent.	Gls' small, boys' ample.	Owned.
Taylor.....	do.....	do.....	do.....	do. ^c	do.....	Ample.....	Do.
Webb.....	do.....	do.....	Excellent.	Excellent.	do.....	do.....	Do.
Wheatley.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
1245 G street NE.	Stoves.....	Fair.....	Poor.....	Fair.....	None.....	Small.....	Rented.

^a Lower hall dark.^b Used for manual training.^c Indicates dry closets.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1906.	Number above second grade, 1906.
	1906.	1905.		
Blair.....	2	2	1,2	
Madison.....	2	2	1,2	
Pierce.....	4	6	1,1,2,2	
Taylor.....	2	2		
Webb.....		6		
Wheatley.....	2	2	1,1	
Total.....	12	20		

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	9	9	268	266	230	230	219	219	29.7	25.5
Seventh.....	5	5	263	238	236	213	224	202	52.6	47.2
Sixth.....	9	8	323	320	283	286	266	268	35.8	31.4
Fifth.....	9	9	389	384	338	337	318	315	44.3	37.5
Fourth.....	10	9	434	419	388	369	363	345	43.4	38.8
Third.....	9	11	407	447	358	383	336	358	45.2	39.7
Second.....	12	10	424	423	353	381	330	355	35.3	29.4
First.....	11	12	518	533	406	422	370	387	47.0	36.9
Total.....	74	73	3,026	3,030	2,592	2,621	2,426	2,449	40.8	35.0
Kindergarten.....	4	4	199	206	144	138	130	123	49.7	36.0
Grand total ..	78	77	3,225	3,236	2,736	2,759	2,556	2,572	41.3	35.0

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	97.6	52	74	1	11.0	18.0
October.....	95.2	303	346	13	17.5	27.0
November.....	94.4	384	397	9	1.0	32.5
December.....	90.2	329	416	13	6.0	20.0
January.....	90.1	404	495	7	27.0	62.0
February.....	89.6	281	388	4	31.5	33.0
March.....	91.6	314	391	15	18.5	34.0
April.....	91.7	228	208	5	39.0	30.5
May.....	92.9	391	393	5	17.0	15.0
June.....	93.8	135	156	7	2.0	9.0
Total.....		2,821	3,264	79	170.5	281.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	58
Other normal schools.....	7
Colleges.....	0
Kindergartens.....	8
Nongraduates.....	9
Total.....	82

SEVENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools, by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
WHITE.												
Brightwood, Brightwood, D. C.....	7-8		1	1	1	1	1	1		7	^a 8	7
Brightwood Annex, corner Flint street and Brightwood avenue, D. C.....									1	1	1	^b 2
Chevy Chase, Chevy Chase, D. C.....	7-8		5-6		3-4	2-3	1	1		5	4	5
Monroe, Columbia road, between Brightwood and Sherman avenues.....	7-8		1	1	1	1	1	2	1	10	8	^b 11
Petworth, Philadelphia street, near Brightwood avenue.....	7-8		5-6	4-5		2-3	1-2			5	4	5
Takoma, Piney Branch road and Vermilion street, Takoma, D. C.....	1	1	1	1	1	1	1	1		8	^c 8	8
Tenley, Tenley, D. C.....	1	1	1	1	3-4	1	1	1		9	8	9
Woodburn, corner Blair and Riggs roads, D. C.....	6-8				4-5	2-3		1		4	4	4
Whole number of schools:												
1906.....	7	2	6	6	7	7	5	7	2	49	45	51
1905.....	6	5	4	5	8	6	5	8	2	49	47	51

^a One room used for manual training and one room for cooking.^b Includes assistant kindergarten teacher.^c One room used for cooking.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Brightwood.....	Steam.....	Excellent.	Poor.....	Excellent.	Good.....	Fair.....	Owned.
Chevy Chase.....	Stoves.....	Good.....	do.....	Poor.....	Excellent.	do.....	Do.
Monroe.....	Furnace.....	Excellent.	Fair.....	Good ^a	do.....	do.....	Do.
Petworth.....	do.....	do.....	Good.....	Excellent.	do.....	do.....	Do.
Takoma.....	do.....	do.....	Excellent.	do.....	do.....	Good.....	Do.
Tenley.....	Steam.....	Fair.....	Poor.....	Poor.....	Poor.....	Excellent.	Do.
Woodburn.....	do.....	Excellent.	Fair.....	do.....	Excellent.	do.....	Do.
Brightwood Park.	do.....	Good.....	Poor.....	Good.....	None.....	None.....	Rented.

^a Indicates dry closets.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools, 1905.	Number above second grade, 1905.
	1906.	1905.		
Brightwood.....	2	2	1, 2	.....
Chevy Chase.....	2	2	1, 2-3	1
Monroe.....	4	4	1, 1, 2, 3	1
Petworth.....	2	2	1-2, 2-3	1
Takoma.....	2	.....	1, 2	.....
Tenley.....	2	.....	1, 2	.....
Total.....	14	10	.....	3

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	6	131	117	111	104	90	94	18.7	14.4
Seventh.....	2	5	125	126	111	113	104	106	62.5	55.5
Sixth.....	6	4	186	164	152	142	142	131	31.0	25.3
Fifth.....	7	5	247	231	217	198	201	184	35.0	31.0
Fourth.....	6	8	260	256	228	232	209	214	43.3	38.0
Third.....	7	6	262	249	228	221	209	204	37.4	32.5
Second.....	5	5	245	294	208	248	189	230	49.0	41.6
First.....	7	8	350	389	275	300	242	266	50.0	39.2
Total.....	47	47	1,806	1,826	1,530	1,558	1,386	1,429	38.4	32.5
Kindergarten.....	2	2	85	79	52	49	43	41	42.5	26.0
Total.....	49	49	1,891	1,905	1,582	1,607	1,429	1,470	38.5	32.2

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	97.4	59	55	2	25.5	0
October.....	93.5	226	206	3	71.5	18.5
November.....	92.4	196	217	6	40.0	13.5
December.....	89.8	160	201	9	22.5	3.0
January.....	92.0	284	239	2	8.5	35.5
February.....	88.7	193	255	5	20.0	14.5
March.....	89.1	216	171	3	11.0	41.0
April.....	89.2	79	107	1	8.0	10.0
May.....	89.6	195	167	3	25.0	13.0
June.....	91.2	120	108		11.0	2.0
Total.....		1,728	1,726	34	243.0	151.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 1.....	33
Other normal schools.....	6
Colleges.....	2
Kindergartens.....	4
Nongraduates.....	7
Total.....	52
Counted more than once.....	1
Total.....	51

EIGHTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools, by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Buchanan, E street, between Thirteenth and Fourteenth SE.....	1	1	1	1	1	1	1	1	1	10	8	^a 11
Congress Heights, Congress Heights.....	7-8		1	1	1	1	1	1		7	^b 8	7
Cranch, Twelfth and G streets SE.....	1	1	1	1	1	1	2	2		10	8	10
Masonic Hall, Jackson street, Anacostia.....									1	1	^c 2	^a 2
Orr, Twining City.....			5-6		3-4		1	1		4	4	3
Stanton, Good Hope, D. C.....	7-8		5-6		3-4		1-2			4	4	4
Tyler, Eleventh street, between G and I SE.....			1	2	2	2	1	2		10	8	10
Van Buren, Jefferson street, Anacostia.....	1	1	1	1		2	2	3		11	8	11
Van Buren Annex, Washington street, Anacostia.....		6-7		1	2					5	^d 6	5
Whole number of schools:												
1906.....	5	4	7	7	10	7	10	10	2	62	56	64
1905.....	5	4	7	7	10	7	9	9	2	60	56	62

^a Including assistant kindergarten teacher.^b One room vacant.^c One room used for manual training.^d One room used for cooking.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Buchanan.....	Furnace	Good.....	Fair.....	Good ^a	Fair.....	Fair.....	Owned.
Congress Heights.....	do.	do.	do.	Poor.....	do.	Excellent.	Do.
Cranch.....	Steam.....	Poor.....	Poor.....	Excellent.	Poor.....	Small.	Do.
Masonic Hall.....	Stoves.....	Fair.....	do.	Poor.....	None.....	None.....	Rented.
Orr.....	Furnace	Good.....	Good.....	do.	Good.....	Good.....	Owned.
Stanton.....	do.	do.	do.	do.	do.	Poor.....	Do.
Tyler.....	do.	do.	Poor.....	Excellent.	Fair.....	Small.....	Do.
Van Buren.....	do.	do.	do.	Poor ^a	do.	Fair.....	Do.
Van Buren Annex.....	Stoves.....	Fair.....	do.	None.....	None.....	Parking ..	Do.

^a Indicates dry closets.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools, 1906.	Number above second grade, 1906.
	1906.	1905.		
Buchanan.....	4	2	1,1-2,2,3	1
Cranch.....	4	4	1,1,2,2	1
Tyler.....	4	4	1,1,2,3	1
Van Buren and Annex.....	6	6	1,1,1,2,2,3	1
Total.....	18	16		3

TABLE IV.—*Showing distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number pupils per teacher 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	145	142	126	119	120	114	29.0	25.2
Seventh.....	4	4	198	191	162	162	153	154	49.5	40.5
Sixth.....	7	7	267	285	235	248	219	231	37.8	33.5
Fifth.....	7	7	358	342	269	298	290	279	51.1	38.4
Fourth.....	10	10	375	413	338	368	316	341	37.5	33.8
Third.....	7	7	357	379	327	340	306	314	51.0	46.7
Second.....	10	9	410	367	373	333	346	312	41.0	37.3
First.....	10	9	490	507	403	403	364	366	49.0	40.3
Total.....	60	58	2,598	2,626	2,233	2,271	2,114	2,111	43.3	37.2
Kindergarten.....	2	2	95	94	60	65	53	57	47.5	30.0
Total.....	62	60	2,693	2,720	2,293	2,336	2,167	2,168	43.4	36.9

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	97.4	61	63	-----	16.0	9.5
October.....	93.7	301	301	11	61.5	34.0
November.....	93.6	255	326	4	17.0	31.0
December.....	91.9	234	327	14	22.0	23.0
January.....	92.7	432	655	26	55.5	54.0
February.....	92.3	385	439	9	25.0	48.0
March.....	91.8	331	278	19	40.0	44.0
April.....	92.3	202	194	11	20.0	31.5
May.....	91.5	356	325	21	24.0	18.5
June.....	90.0	186	170	17	19.5	27.0
Total.....		2,743	3,078	132	300.5	320.5

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

White:	
Washington Normal School No. 1	47
Other normal schools.....	6
Colleges.....	1
Kindergartens.....	4
Nongraduates.....	8
Total.....	64

NINTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

Name and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers
Blake, North Capitol street, between K and L streets NW.....	1	1	1	1	1	1	1	1	-----	8	8	8
Brookland, Brookland, D. C.....	1	1	1	{ 1 4-5 }	1	1	1	2	1	11	^c 12	^a 13
Carbery, Fifth street, between D and E streets NE.....	1	1	1	1	1	1	1	1	-----	8	8	8
Eckington, First and Quincy streets NE.....	1	-----	1	1	1	1	2	2	1	10	8	^b 11
Emery, Lincoln avenue and Prospect street NE.....	1	2	1	{ 1 4-5 }	1	2	1	2	1	13	^c 12	^a 15
Gales, First and G streets NW.....	1	1	2	1	1	2	1	2	1	12	12	^a 14
Hayes, Fifth and K streets NE.....	1	1	1	1	1	1	2	2	-----	10	8	10
Langdon and Annex, Queen's Chapel road, Langdon, D. C.....	7-8	-----	5-6	-----	1	1	1	1	-----	6	5	6
Whole number of schools:												
1906.....	8	7	9	9	8	10	10	13	4	78	73	85
1905.....	8	7	8	10	8	11	12	13	4	81	72	87

^a Including assistant to the principal and an assistant kindergarten teacher.^b Including assistant kindergarten teacher.^c One room used by cooking school.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Blake.....	Furnace..	Excellent.	Good.....	Excellent.	Exc'l'nt <i>a</i> .	Ample.....	Owned.
Brookland.....	Steam.....	do.....	do.....	do <i>b</i>	do <i>c</i>	Insuffic'nt	Do.
Brookland M. T. <i>d</i>	Stoves.....	Fair.....	Fair.....	Poor.....	None.....	None.....	Rented.
Carbery.....	Furnace..	Excellent.	Good.....	Good <i>e</i>	Small <i>a</i>	Small.....	Owned.
Eckington.....	do.....	do.....	do.....	do.....	Good.....	Insuffic'nt	Do.
Emery.....	Steam.....	do <i>b</i>	Bad.....	do.....	Excellent.	do.....	Do.
Gales.....	do.....	do.....	Good.....	Excellent.	Fair.....	Parking..	Do.
Hayes.....	Furnace..	do.....	Excellent.	Good.....	Excellent.	Boys' ample, girls' small.	Do.
Langdon.....	do.....	do.....	Good.....	Poor.....	Fair.....	Ample.....	Do.
Queen's Chapel Road. <i>f</i>	Stoves.....	do.....	do.....	None.....	None.....	do.....	Do.

a In this school the boys' play room is used as a coal vault.*b* Except in four rooms.*c* Not properly connected with closet rooms.*d* Used for manual training and cooking.*e* Indicates dry closets.*f* Now Langdon annex.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1906.	Number above second grade, 1906.
	1906.	1905.		
Brookland.....		2		
Carbery.....		2		
Eckington.....	4	4	1, 1, 2, 2	
Emery.....	4	2	1, 1, 2, 3	1
Gales.....		6		
Hayes.....	4	4	1, 1, 2, 2	
Langdon.....	2	2	1, 2	
Total.....	14	22		1

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	296	285	263	253	251	241	37.0	32.8
Seventh.....	7	7	312	288	279	250	262	237	44.5	39.8
Sixth.....	9	8	368	334	320	283	302	272	40.8	35.5
Fifth.....	9	10	393	416	346	361	325	336	43.6	38.4
Fourth.....	8	8	403	406	339	346	317	323	50.3	42.3
Third.....	10	11	409	428	355	367	336	344	40.9	35.5
Second.....	10	12	395	423	330	367	306	342	39.5	33.0
First.....	13	13	482	497	386	386	354	350	37.0	29.6
Total.....	74	77	3,058	3,077	2,618	2,613	2,453	2,445	41.3	35.3
Kindergarten.....	4	4	222	205	142	130	124	110	55.5	35.5
Grand total.....	78	81	3,280	3,282	2,760	2,743	2,577	2,555	42.0	35.3

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	97.7	64	111	5	12.5	
October.....	95.0	285	294	12	47.5	29.0
November.....	94.8	419	359	23	30.0	31.0
December.....	92.6	323	371	24	33.5	26.5
January.....	93.5	401	428	26	55.5	41.0
February.....	92.7	375	333	16	10.0	40.0
March.....	91.9	330	395	23	65.5	54.0
April.....	91.4	155	202	8	45.5	37.0
May.....	92.2	359	344	26	27.0	40.0
June.....	93.2	158	176	7	23.5	55.5
Total.....		2,869	3,013	170	350.5	396.5

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

White:

Washington Normal School No. 1	57
Other normal schools.....	6
Colleges.....	2
Kindergartens.....	8
Nongraduates.....	12
Total.....	85

TENTH DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Briggs, Twenty-second and E streets NW.....	1	1	1	1	1	1	2	3	1	11	8	^a 12
Chain Bridge Road, Chain Bridge.....				1-7						1	1	1
Magruder, M between Sixteenth and Seventeenth streets NW.....			1	1	2	2	2	2	1	11	8	^a 12
Miner, Seventeenth and Church streets NW.....						2	2	2	1	^b 7	^c 10	^d 5
Montgomery Twenty-seventh between I and K streets NW.....	1	1	1	1	1	1	1	2		9	8	9
Phillips, N between Twenty-seventh and Twenty-eighth streets NW.....			1	1	1	2	2	2	1	10	8	^a 11
Reno.....	6-8			4-5		2-3		1		4	4	4
Stevens, Twenty-first between K and L streets NW.....	1	1	1	3	2	3	3	4	1	19	^e 20	^f 21
Sumner, Seventeenth and M streets NW.....	1	2	2	2	2					9	^g 10	^h 10
Wormley, Prospect between Thirty-third and Thirty-fourth streets NW.....		1	1	1	¹ 3-4	1	2	2		10	8	10
Whole number of schools:												
1906.....	5	6	8	11	11	13	14	18	5	91	85	95
1905.....	4	7	8	10	16	13	16	19	4	92	85	92

^a Including assistant kindergarten teachers.^b Practice schools, under supervision of three normal teachers.^c Two rooms used by normal school and two used by kindergarten.^d Normal training teachers and assistant kindergarten teacher.^e Three rooms used for cooking, manual training, and cutting and fitting.^f Including assistant to principal and assistant kindergarten teacher.^g Two rooms used for teachers' library and supervisor's office.^h Including assistant to principal.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Briggs.....	Furnace..	Excellent.	Excellent.	Excellent.	Excellent.	Small.....	Owned.
Chain Bridge Road.	Stoves....	Poor.....	Poor.....	Poor.....	None.....	Good.....	Do.
Magruder.....	Furnace..	Excellent.	Excellent.	Good ^b	Excellent.	Ample.....	Do.
Miner.....	do.....	Good.....	Good.....	Excellent.	None.....	Small.....	Rented.
Montgomery.....	do.....	Excellent.	Excellent.	do.....	Excellent.	Ample.....	Owned.
Phillips.....	do.....	do.....	do.....	Good.....	do.....	do.....	Do.
Reno.....	do.....	do.....	do.....	Excellent.	do.....	Excellent.	Do.
Stevens.....	Steam.....	do.....	do.....	do.....	do.....	Small.....	Do.
Sumner.....	do.....	do.....	Good.....	do.....	Fair.....	Ample.....	Do.
Wormley.....	Furnace..	do.....	Excellent.	do.....	Excellent.	do.....	Do.
1120 Twentieth st. ^a	Stove.....	Good.....	Poor.....	Poor.....	None.....	None.....	Rented.

^a Used as a cooking school.^b Indicates dry closets.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1906.	Number above second grade, 1906.
	1906.	1905.		
Briggs.....	6	4	1, 1, 1, 2, 2, 3	1
Magruder.....	6	6	1, 1, 2, 2, 3, 3	2
Montgomery.....	2	4	1, 2	
Phillips.....	4	4	1, 1, 2, 2	
Stevens.....	4	4	1, 1, 1, 1	
Wormley.....	4	2	1, 1, 2, 2	
Total.....	26	24		3

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	4	178	162	157	151	152	146	35.6	31.4
Seventh.....	6	7	254	234	223	210	215	202	42.3	37.1
Sixth.....	8	8	366	344	323	301	309	293	45.7	40.3
Fifth.....	11	10	409	430	350	370	303	354	37.1	31.8
Fourth.....	11	11	472	462	413	410	392	386	42.9	37.5
Third.....	13	13	544	548	479	471	454	444	41.8	36.8
Second.....	14	16	614	627	512	533	481	505	43.8	36.5
First.....	18	19	923	993	703	733	652	669	51.2	39.0
Total.....	86	88	3,760	3,800	3,160	3,179	2,958	2,999	43.7	36.7
Kindergarten.....	5	4	210	184	156	126	141	114	42.0	31.2
Grand total.....	91	92	3,970	3,984	3,316	3,305	3,099	3,113	43.6	36.4

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	98.5	29	87	.....	19.5	1.0
October.....	95.7	262	284	4	22.0	8.0
November.....	95.2	244	386	3	13.0	16.0
December.....	93.6	138	241	.....	8.0	6.5
January.....	94.2	261	390	2	27.5	39.5
February.....	93.1	206	278	2	21.5	33.5
March.....	92.6	223	235	3	25.0	36.5
April.....	92.9	178	160	1	23.0	17.5
May.....	94.0	206	206	2	11.0	45.0
June.....	95.5	75	.....	.....	21.0	.....
Total.....	.....	1,822	2,267	17	191.5	203.5

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	67
Other normal schools.....	6
Colleges.....	0
Kindergartens.....	10
Nongraduates.....	14
Total.....	97
Counted more than once.....	2
Total.....	95

ELEVENTH DIVISION.

TABLE I.—Showing buildings and distribution of schools, by buildings.

Building.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Banneker, Third street, between K and L streets NW.....	1	1	1	1	1	1	1	2	.....	9	8	9
Benning Road, near Benning.....	.....	6-8	.....	.....	3-5	.....	.....	.....	.....	2	2	2
Benning Road Annex.....	.....	.....	.....	.....	.....	.....	1-2	.....	.....	1	^a 2	1
Burrville, Burrville, D. C.....	.....	.....	4-6	.....	.....	2-3	.....	1	.....	3	2	3
Cook, O street, between Fourth and Fifth streets NW.....	1	.....	1	1	1	1	2	2	.....	9	^b 11	^c 10
Douglass, First and Pierce streets NW.....	.....	.....	.....	1	1	2	2	2	1	9	8	^d 10
Ivy City, Ivy City, D. C.....	.....	4-7	.....	.....	.....	2-3	.....	1	.....	3	2	3
Jones, First and L streets NW.....	1	.....	1	1	2	1	1	2	.....	9	8	9
Logan, Third and G streets NE.....	1	1	1	1	1	1	1	2	.....	9	8	9
Lovejoy, Twelfth and D streets NE.....	7-8	.....	1	1	1	2	2	3	1	12	8	^d 13
Payne, Fifteenth and C streets SE.....	.....	.....	.....	1	1	1	^e 1-2	2	1	8	8	^d 9
Simmons, Abby S., Pierce street, between First street and New Jersey avenue NW.....	.....	.....	.....	1	1	2	2	3	.....	9	8	9
Whole number of schools:												
1906.....	5	4	6	8	10	13	14	20	3	83	75	87
1905.....	5	3	7	7	10	13	14	19	3	81	74	85

^a One room used for manual training and cooking school.^b One room used by supervisor, one by cooking school, one by manual training school, and one as an engine room.^c Includes assistant to principal.^d Includes assistant kindergarten teacher.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Banneker.....	Furnace..	Excellent.	Excellent.	Excellent.	Damp....	Poor.....	Owned.
Benning Road.....	Stoves....	Good.....	Fair.....	Poor.....	None.....	Good.....	Do.
Benning Road Annex.	do.....	do.....	Poor.....	do.....	do.....	do.....	Do.
Burrville.....	Furnace..	Fair.....	Fair.....	do.....	do.....	Fair.....	Do.
Cook.....	Stoves and furnace.	Excellent.	Good.....	Good.....	do.....	None.....	Do.
Douglass.....	Furnace..	do.....	Excellent.	Fair ^a	Excellent.	Poor.....	Do.
Ivy City.....	Stoves....	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Jones.....	Furnace..	Excellent.	Good.....	Excellent.	Excellent.	do.....	Do.
Logan.....	Stoves and furnace.	do.....	Excellent.	Fair ^a	do.....	do.....	Do.
Lovejoy.....	Furnace..	do.....	do.....	Good.....	do.....	Small.....	Do.
Payne.....	do.....	do.....	do.....	do.....	do.....	Fair.....	Do.
Simmons, Abby S.	do.....	do.....	do.....	Excellent.	Fair.....	do.....	Do.
1303 H street NE. ^b	Stoves....	Fair.....	Fair.....	Good.....	None.....	None.....	Rented.

^aIndicates dry closets.^bUsed as a cooking school.TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grade of half-day schools, 1906.	Number above second grade, 1906.
	1906.	1905.		
Banneker.....	2	2	1, 1	.....
Burrville.....	2	2	1, 2-3	1
Cook.....	4	4	1, 1, 2, 2	.....
Douglass.....	2	2	1, 1	.....
Ivy City.....	2	2	1, 2-3	1
Jones.....	2	2	1, 1	.....
Logan.....	2	2	1, 1	.....
Lovejoy.....	8	6	1, 1, 1, 2, 2, 3, 3, 4	3
Simmons.....	2	.....	1, 1	.....
Total.....	26	22	.....	5

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	190	164	162	145	154	136	38.0	32.4
Seventh.....	4	3	126	120	111	110	104	104	31.5	27.7
Sixth.....	6	7	233	241	232	200	193	190	38.8	38.6
Fifth.....	8	7	353	329	297	289	283	275	44.1	37.1
Fourth.....	10	10	445	436	385	368	360	340	44.5	38.5
Third.....	13	13	555	553	485	467	453	434	42.6	29.6
Second.....	14	14	607	610	511	526	480	490	43.3	36.5
First.....	20	19	1,073	1,044	781	798	712	730	53.6	39.0
Total.....	80	78	3,582	3,497	2,964	2,903	2,739	2,699	44.7	37.0
Kindergarten.....	3	3	150	152	106	95	97	85	50.0	35.3
Grand total.....	83	81	3,732	3,649	3,070	2,998	2,836	2,784	44.9	36.9

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	97.8	59	51	.....	11.5	.....
October.....	95.0	268	324	3	42.5	41.0
November.....	94.6	263	333	4	37.5	29.5
December.....	91.8	203	322	1	16.5	18.0
January.....	93.0	318	391	3	41.0	97.5
February.....	90.8	277	317	1	23.0	49.0
March.....	91.2	249	220	4	23.0	25.5
April.....	92.0	162	179	.....	18.5	28.5
May.....	92.9	218	254	3	20.0	34.5
June.....	94.6	80	87	3	4.0	3.5
Total.....		2,097	2,478	22	237.5	327.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2.....	74
Other normal schools.....	4
Colleges.....	0
Kindergartens.....	6
Nongraduates.....	5
Total.....	89
Counted more than once.....	2
Total.....	87

TWELFTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools, by buildings

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Bruce, Marshall street, between Brightwood and Sherman avenues NW.....	6-8			4-5	3-4		1	1	1	6	a 8	b 7
Bunker Hill Road, Bunker Hill road.....						1-6				1	1	1
Garnet, U and Tenth streets NW.....	1	1	1	2	3	2	2	2		14	c 12	d 15
Garrison, Twelfth street, between R and S streets NW.....	1	1	1	1	1	1	2	2		10	e 8	10
Howard University, Howard University.....									1	1	1	b 2
Langston, P street, between North Capitol and First streets NW.....		1	1	1	1	1	1	1	1	8	8	b 9
Military Road, Military road, near Brightwood, D. C.....	5-8				3-4		1-2			3	2	3
Mott, Sixth and Trumbull streets NW.....	1	1	1	1	1	2	2	3		12	f 10	12
Orphans' Home, Eighth street extended.....				3-6			1-2			2	2	2
Patterson, Vermont avenue, near U street NW.....		1	1	1	1	2	1	3	1	11	8	b 12
Slater, P street, between North Capitol and First streets NW.....		1	1	1	1	1	2	3		10	8	10
Wilson, Seventeenth street, between Euclid street and Kalorama road NW.....	7-8		1	1	1	1	1	2	1	9	8	b 10
Whole number of schools:												
1906.....	6	6	7	10	11	11	14	17	5	87	76	93
1905.....	4	8	6	11	9	12	13	16	5	84	76	90

a One room used for cutting and fitting and one room used for cooking.

b Including assistant kindergarten teacher.

c One room used for cooking.

d Including assistant to the principal.

e One room used for cutting and fitting.

f One room used for manual training.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Bruce.....	Furnace..	Excellent.	Excellent.	Good.....	Excellent.	Good.....	Owned.
Bunker Hill Road..	Stoves....	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Garnet.....	Steam....	Excellent.	Good.....	Excellent.	Fair.....	Poor.....	Do.
Garrison.....	Furnace..	do.....	do.....	Good c....	Excellent.	Ample....	Do.
Howard University Kindergarten.	Steam....	do.....	Excellent.	do.....	do.....	do.....	(a)
Langston.....	Furnace..	Good.....	do.....	Excellent.	do.....	Poor.....	Owned.
Military Road.....	Stoves....	Fair.....	Poor.....	Poor.....	None.....	Excellent.	Do.
Mott.....	Furnace..	Fair ^b	do.....	Good.....	do.....	Fair.....	Do.
Orphans' Home.....	do.....	Excellent.	Fair.....	Excellent.	Excellent.	Good.....	(a)
Patterson.....	do.....	Good.....	do.....	Fair c....	Fair.....	Poor.....	Owned.
Slater.....	do.....	Excellent.	do.....	do.....	Good.....	do.....	Do.
Wilson.....	do.....	do.....	do.....	Good c....	Excellent.	do.....	Do.

^a Neither owned nor rented.^b Except two rooms in which the light is poor.^c Indicates dry closets.

TABLE III.—Showing half-day schools.

Schools.	Half-day schools.		Grades of half-day schools, 1905.	Number above second grade, 1905.
	1906.	1905.		
Garnet.....	6	6	1, 1, 2, 2, 3, 3	2
Garrison.....	4	4	1, 1, 2, 2	.....
Langston.....	2	2	.....	.....
Military Road.....	2	.....	1-2, 3-4	1
Mott.....	6	4	1, 1, 1, 2, 2, 3	1
Patterson.....	6	6	1, 1, 1, 2, 3, 3	2
Slater.....	4	2	1, 1, 2, 2	.....
Wilson.....	2	2	1, 1	.....
Total.....	32	26	.....	6

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	6	4	158	152	138	133	132	129	26.3	23.0
Seventh.....	6	8	294	254	262	230	254	224	49.0	43.6
Sixth.....	7	6	315	267	276	237	264	230	45.0	39.4
Fifth.....	10	11	384	413	321	367	308	349	38.4	32.1
Fourth.....	11	9	444	442	368	375	360	359	40.3	33.4
Third.....	11	12	506	470	431	411	400	385	46.0	39.1
Second.....	14	13	577	589	487	491	457	463	41.2	34.7
First.....	17	16	897	942	673	685	626	642	52.7	39.5
Total.....	82	79	3,575	3,529	2,956	2,929	2,801	2,781	43.5	36.0
Kindergarten.....	5	5	240	250	152	161	139	145	48.0	30.4
Grand total.....	87	84	3,815	3,779	3,108	3,090	2,940	2,926	43.8	35.7

TABLE V.—Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percent- age of attend- ance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	98.3	44	62	-----	1.5	1.0
October.....	95.8	217	272	-----	29.5	29.5
November.....	95.6	294	310	2	54.5	24.0
December.....	93.9	211	297	-----	22.0	17.5
January.....	94.1	276	332	10	32.0	40.5
February.....	92.9	267	282	3	27.5	46.5
March.....	92.7	216	256	2	59.5	61.5
April.....	93.4	221	186	2	61.5	25.0
May.....	94.3	278	237	-----	98.0	49.0
June.....	96.3	105	72	1	33.0	10.5
Total.....		2,129	2,306	20	419.0	305.0

TABLE VI.—Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.

Washington Normal School No. 2	76
Other normal schools.....	3
Colleges.....	2
Kindergartens.....	10
Nongraduates.....	6
Total.....	97
Counted more than once.....	4
Total.....	93

THIRTEENTH DIVISION.

TABLE I.—Showing location of buildings and distribution of schools by buildings.

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Ambush, L between Sixth and Seventh streets SW.....		1	1	1	3	2	2	2	-----	12	8	12
Bell, First between B and C streets SW	1	1	1	1	1	1	2	2	-----	10	8	10
Birney and annex, Nichols avenue, Anacostia, D. C.	1	1	1	2	3-4 1	1	2	2	1	13	12	a 15
Bowen, Anthony, Ninth and E streets SW.....			1	2	1	1	2	2	1	10	8	b 11
Garfield, Garfield, D. C.....	7-8		5-6	1	1	1	1	2	-----	7	6	7
Giddings, G between Third and Fourth streets SE.....		1	1	1	1	1	2	2	1	10	8	b 11
Lincoln, Second and C streets SE.....	1	1	1	2	2	2	2	2	-----	13	c 12	c 14
Randall, First and I streets SW	1	1	1	1	1	2	3	4	-----	14	d 12	e 15
Syphax, Half street between N and O streets SW.....				1	2	2	2	3	1	11	8	b 12
Whole number of schools:												
1906.....	5	6	9	11	14	13	18	21	4	101	82	108
1905.....	5	5	8	10	14	14	16	23	3	98	82	103

a Includes assistant kindergarten teachers and assistant to the principal.

b Includes assistant kindergarten teacher.

c One room used for cooking and one room for cutting and fitting.

d One room used for cooking and one for manual training.

e Includes assistant to the principal.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Ambush.....	Furnace..	Excellent.	Good.....	Excellent.	Excellent.	Small.....	Owned.
Bell.....	do.....	do.....	do.....	Poor.....	Fair.....	do.....	Do.
Birney.....	do. ^a	do.....	do.....	Excellent.	Excellent.	Ample.....	Do.
Birney Annex.....	Stoves.....	Good.....	Fair.....	None.....	None.....	Good.....	Do.
Bowen, Anthony.....	Furnace.....	Excellent.	Good.....	Excellent.	Excellent.	Small.....	Do.
Garfield.....	Stoves.....	Good.....	Poor.....	Poor.....	None.....	Ample.....	Do.
Garfield Hall ^b	do.....	do.....	Good.....	do.....	do.....	do.....	Rented.
Giddings.....	Furnace.....	Excellent.	do.....	Excellent.	Excellent.	Excellent.	Owned.
Hillsdale ^c	Stoves.....	Fair.....	Fair.....	Poor.....	None.....	Small.....	Do.
Lincoln.....	Steam.....	do.....	do.....	Good.....	Fair.....	do.....	Do.
Randall.....	Furnace.....	Excellent.	do.....	Excellent.	None.....	do.....	Do.
Syphax.....	Steam ^a	do.....	Good.....	do.....	Excellent.	Excellent.	Do.

^a Very unsatisfactory.^b Used for cooking and sewing.^c Used for manual training, cooking, and sewing.TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools, 1906.	Number above second grade, 1906.
	1906.	1905.		
Ambush.....	8	6	-1, 1, 2, 2, 3, 3, 4, 4	4
Bell.....	4	6	1, 1, 2, 2	.....
Birney and Annex.....	2	2	1, 1	.....
Bowen, Anthony.....	4	4	1, 1, 2, 2	.....
Garfield.....	2	2	1, 1	.....
Giddings.....	4	4	1, 1, 2, 2	.....
Lincoln.....	6	2	1, 1, 2, 2, 3, 3	2
Randall.....	8	8	1, 1, 1, 1, 2, 2, 2, 3	1
Syphax.....	8	6	1, 1, 1, 2, 2, 3, 3, 4	3
Total.....	46	40	.....	10

TABLE IV.—*Showing distribution of pupils by grade, attendance, and average number per teacher.*

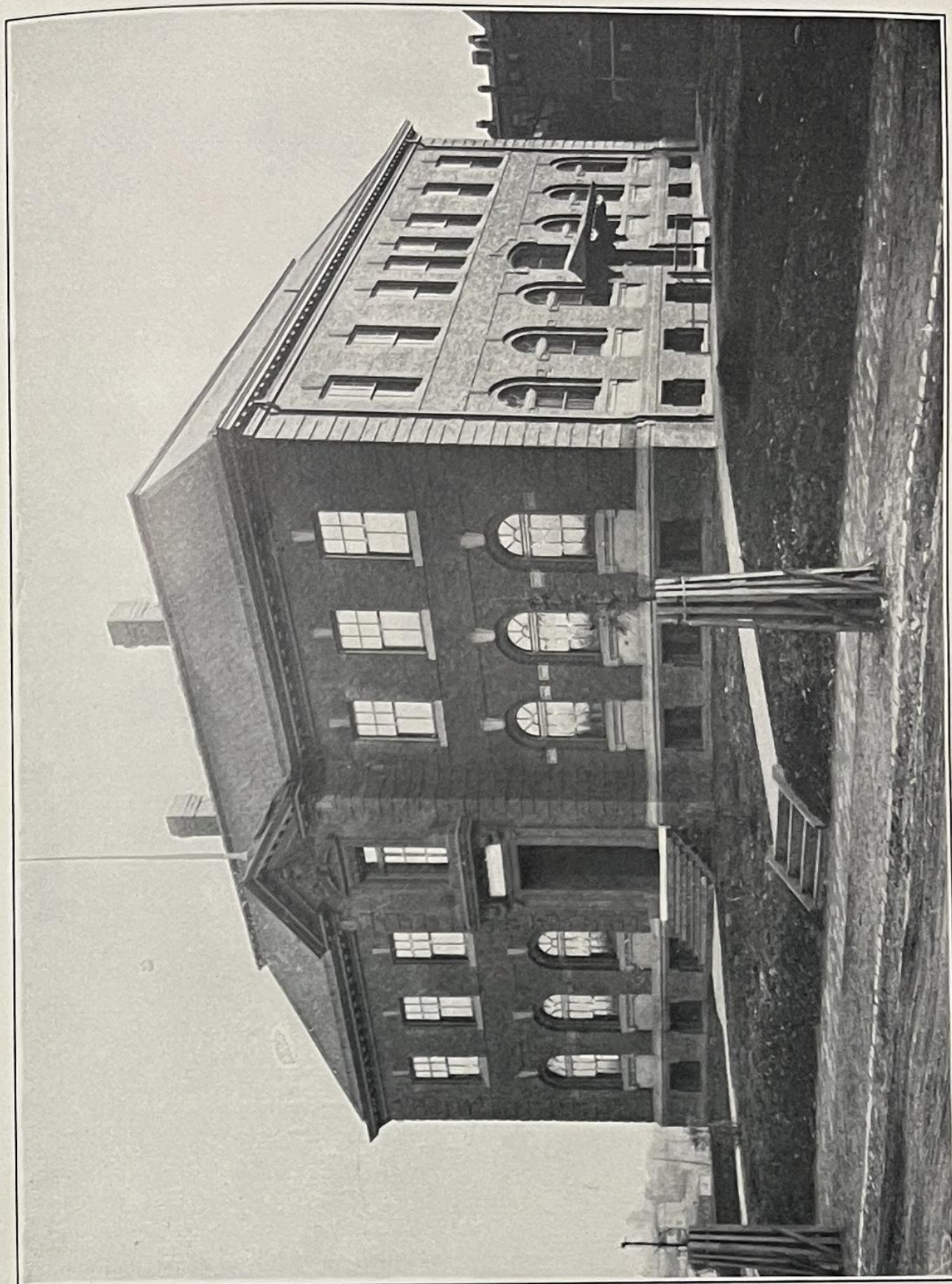
Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1906.	
	1906.	1905.	1906.	1905.	1906.	1905.	1906.	1905.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	167	171	142	153	136	146	33.4	28.4
Seventh.....	6	5	222	212	197	191	188	184	37.0	32.8
Sixth.....	9	8	303	293	263	258	254	248	33.6	29.2
Fifth.....	11	10	463	427	412	380	391	360	42.0	37.4
Fourth.....	14	14	521	571	466	503	440	474	37.2	33.2
Third.....	13	14	594	626	516	541	483	509	45.6	39.6
Second.....	18	16	694	668	602	576	565	545	38.5	33.4
First.....	21	23	1,000	1,056	742	815	681	754	47.6	35.3
Total.....	97	95	3,964	4,024	3,340	3,417	3,138	3,220	40.8	34.4
Kindergarten.....	4	3	204	162	139	104	129	95	51.0	34.7
Grand total.....	101	98	4,168	4,186	3,479	3,521	3,267	3,315	41.2	34.4

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1905-6.	Cases of tardiness.		Tardi- ness of teachers, 1905-6.	Substitute service.	
		1905-6.	1904-5.		1905-6.	1904-5.
September.....	98.1	39	66	1	11.5	28.5
October.....	95.4	254	259	3	60.0	49.5
November.....	95.0	240	328	3	49.0	51.0
December.....	92.0	224	267	6	19.5	36.5
January.....	93.1	281	291	7	42.0	55.5
February.....	93.1	239	318	5	64.5	86.5
March.....	92.7	206	209	1	73.5	57.0
April.....	92.7	155	153	3	37.0	14.5
May.....	94.0	196	191	3	37.5	32.5
June.....	95.5	75	60	3	23.0	21.5
Total.....		1,909	2,142	35	417.5	433.0

TABLE VI.—*Showing number of graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	87
Other normal schools.....	5
Colleges.....	2
Kindergartens.....	8
Nongraduates.....	7
Total.....	109
Counted more than once.....	1
Total.....	108



JOHN W. ROSS SCHOOL.

REPORT OF THE DIRECTOR OF NIGHT SCHOOLS.

SIR: It gives me great pleasure to report that the work of the public night schools of Washington during the year 1905-6 was most satisfactory. The teachers were nearly all experienced in night-school work and enthusiastic in their endeavor to obtain the best possible results. There were very few changes in the teaching corps. This was not only a great advantage to the school, but also an evidence that the schools themselves are less trying than formerly to the physical energy of the teacher. This condition is the result of good teaching in past years, a closer grading of the schools, and a higher appreciation by the public of what these schools accomplish.

In his report to the board of education for the year 1904-5, the director of night schools gives an exhaustive statement relative to the grading of the night schools and the studies pursued in the various grades. It seems unnecessary to repeat that information, as the work the past year has been continued along the same essential lines. Practical instruction in practical subjects has been the chief purpose of the schools. While this is true, and rightly so, it seems to me it does not necessarily follow that our standard is low.

Barring eleemosynary and reformatory institutions, the night school is the last effort of the State to arm properly its youth for the battle of life and to fit them for the duties of citizenship. It has to do with people who are weak, either from lack of opportunity or from mental incapacity, or from perverted character. It must then furnish to the first class opportunity, give to the second encouragement, and help and bend to righteousness the third. To do so it must supply to its pupils aids suited to their strength, that by their use greater strength may be developed. The teaching, while filling the mental capacity of the pupil, must be of the highest moral standard. The "State" should be ever in view.

The board of education early in this year adopted for use in the night schools, to be purchased by the pupils, text-books in arithmetic, English, and United States history. These books were largely procured and the teachers report for the most part that the results were satisfactory. The books were especially prepared for night schools, and while not perfect, they have the great advantage of cheapness—the three costing but 90 cents. Whether free text-books for home use should be supplied to the night-school pupils is an open question. My own opinion is that they should not be. The shifting

and unstable attendance would cause great trouble to the teachers and the loss of many books. Again, free text-books are not an unmixed blessing in any school. The ownership of books is elevating. In most cases the night-school pupil comes from a home where books are few. He will be the better student if he owns the books for home study. But there should be in each night school sets of supplementary books of history, geography, and literature for class use. Some means should be found for obtaining such books.

This year three new schools were opened on Capitol Hill and in Georgetown for white pupils, and on U street near Tenth NW. for colored pupils. There is great need of a colored school in the Northeast. At present there is no such school in South Washington east of First street SW., and none in North Washington east of Tenth street NW., excepting the night high school at the Armstrong. The schools established this year were successful, and their attendance proved their need.

The number of sessions this year was 57, three schools—the High, the Gales, and the Garnet having 58. An increased appropriation will give a longer term next year.

The statistics for the year show a gratifying progress, the average attendance being 39.4 per cent greater than last year, and the percentage of attendance 16 per cent better.

I desire to express my thanks for the consideration you have given me during the year, and to bear witness to the interest you have taken in the success of the night schools.

Very respectfully,

B. W. MURCH,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF THE DIRECTOR OF MUSIC.

SIR: During the past year we have come a little nearer to the realization of certain ideals held by the department of music. Every child in the public schools of the capital city is singing, and every child is singing the best music. The second of the great concerts by public school children, held last May in Convention Hall, was the next step toward the establishing of an annual song festival to be participated in by thousands of our public school children and to be recognized as a characteristic feature of the schools of the National Capital. All this is encouraging and the music teachers so recognize it; but we face a very serious problem in the lack of material for great choral work.

As each high school has its library to which the pupils may go for correlated reading of standard literature, so each high school should have its library of music, as the inspirational source of its choral work.

If we had in each high school a few hundred copies of each of two or three of the world-famous oratorios, the whole problem of music in our high schools would be solved. These students have had enough of the really great music to be satisfied with nothing short of the best, and it is necessary to stimulate the ambition of high school choruses that have now given three big annual concerts from a selected programme by the introduction of serious work upon some oratorio. This is logically the next step in the development of the department of music, and I would most urgently commend it to your favorable consideration.

The problem of material is one that reaches every department of our work, for it is only by constantly renewing and enlarging the child's repertoire of songs that we can keep up enthusiasm for the music. Children quickly tire of songs that have been sung for a number of years in the upper grades of the school, and when they come to this grade the zest has been taken out of the music by long familiarity with the material. This should be frequently renewed.

I would not be misunderstood as suggesting that the great songs we have been singing, "The Largo," "The Pilgrims' Chorus," "Who is Sylvia," or any one of a dozen others can ever be less great with all our singing of them, but rather as urging that we extend our repertoire, bringing to each of these students, whether of the graded

schools or of the high schools, a dozen songs where now they know one, that from this large song experience they may come back to the song material in use during the past few years with renewed enthusiasm and appreciation.

Very respectfully,

Mr. A. T. STUART,
Superintendent of Schools.

ALYS E. BENTLEY,
Director.

REPORT OF THE DIRECTOR OF DRAWING.

SIR: The principal events demanding the attention of the director at the beginning of the school year of 1905-6 were the resignation of the youngest member of the drawing corps, the examination necessary to fill the vacancy, other examinations for positions in which a knowledge of drawing is required, and the drawing exhibit for the centennial celebration of the public schools of the District.

The resignation of Miss Gottwals on the 18th of October necessitated an examination, as the limit of time (one year) for appointment from the eligible list had expired. A large number took the written examination, but in the oral some were decided to be ineligible according to a rule of the board that to take the examination a high school education or its equivalent is necessary. I would in this connection respectfully suggest that this ruling be amended so as to define the equivalent or make it the duty of the board of examiners to decide the point before the candidate enters upon the examination. The result of the examination gave the position to Miss E. Maurer, second on the list of those who passed, the first appointed having declined. Miss Maurer was a high school and normal graduate, and had experience as a regular teacher in the grade schools, who had given her leisure time to the study of art and practice of teaching it in our schools. Her work has been satisfactory during her years of service, giving promise of excellence in art teaching and supervision.

The examination of the candidates for the new kindergarten department of the normal school called for the examination in drawing required for all normal candidates. Since the connection of the kindergartens with our public schools the ability to teach elementary drawing and painting has become, as in the primary schools, a necessary part of the teacher's outfit. The increasing attention to the subjects is largely due to the encouragement given to the teachers by Miss Watkins, the director. To Miss McKnew, the model teacher, much credit should be given for the enthusiasm and careful study given to the subject and to the best methods of handling it with little children. The thorough course given in the normal school will make the way easier for those teachers who enter by that gate.

A special examination was called for by the board of education to fill a vacancy caused by the resignation of Miss Steele from the Central High School. As a result Miss Coolidge, a recent graduate of the

Washington Normal School, was appointed. In November we were notified that December had been fixed for the centennial educational exhibit of the public schools of the District of Columbia.

Having been informed before the close of the last school year that this would take place early in the following year, the director then secured from every grade teacher in the District a set of 10 sheets of drawings. These represented every division of the subject contained in the grade-school course, also one class set from each school representing every pupil present at the exercise, and specimens of the manual work—work connected with the drawing and executed in the schoolroom. A copy of this slip for one grade is appended. It was varied in the others only by the course of study pursued in each.

FROM EIGHTH GRADE.

(Required 10 sheets representing 10 pupils.)

Construction:

- One working drawing from the set of shop drawings.
- One working drawing from an object in the school room.

Design:

- One design for box top or for any other object used in the shop.

Nature and free hand design:

- Two sheets in pencil or ink drawing.
- Two sheets of arrangements in ink. These may be applications to book covers or calendars.

Object drawing:

- One sheet from parts of schoolroom, or a group of objects.
- One sheet of outdoor sketching.
- One sheet of figure drawing or any other subject drawn from the object.
- One class set of a selected subject.

The subject in every grade included the four subjects of construction, design, nature, and object drawing.

The manual work for boys in seventh and eighth grades is carried on in our shops. None but that done under the regular teachers' direction was called for in this connection.

Full directions were also sent to the principals of buildings as to arrangement, collecting, and other details, so that when the time should come they would only need to be called for, and no teacher be required to make new drawings, our object being to thus insure an exhibit of work done during and at the close of a school year.

These packages having been received from the supervising principals at the office of the director, there remained to her and her assistants the work of selecting and mounting on large sheets of bogus paper and adapting to whatever space might be assigned to it. It had been decided to hold the exhibit in the new building erected for the Business High School. A room had been assigned to each grade, beginning with the kindergarten. This just occupied the class rooms on the lower floor. The normal school was provided for on the second floor, the high schools in the large hall, and manual training on the third. Every department had ample space, but completely filled

the large and beautiful building. To the grade drawing, of which we are now speaking, was assigned the wall space in the grade rooms. This was very gladly accepted, as it gave space to carry out the plan contemplated in the gathering of the material, which was that upon large wall sheets every school in the District should be represented, and in the class exercises every child present when they were given. On each mount the general subjects were arranged vertically, thus making a continuous horizontal line of development in each easily read from the lowest to the highest grade. They were placed on the walls so that the schools of each division, from first to ninth, inclusive, succeeded each other in each grade, thus making it easy to locate any drawing in the collection. The space for 27 mounts in grammar grades gave three to a division in each room. In primary grades, a portion of the space being given to other subjects requiring wall space, only two could be placed.

The exhibit of the high schools, as it may always be depended upon to do, attracted much attention and admiration, as did that of the normal school, showing the skill acquired in this important line of work by those now entering upon their duties as teachers. The value to them not only in teaching the subject, but in illustration of other subjects, and its help in many ways to make the schoolroom surroundings more beautiful, are all taken into account in the training they receive in the normal school.

The drawing exhibition in the M Street High School also attracted much attention. Mr. Hunster's exhibits are always appreciated and admired. The grade drawing was displayed in the class rooms with the other work. The Armstrong and McKinley drawings were shown, each in its own building, which enabled them to make a finer showing than could have been made with the space available in a main exhibition building. I have given the space in this report to so detailed a description of the arrangement of this exhibit for several reasons. The occasion itself was exceptional, and we may never again have the opportunity in so large and beautiful a building to display impartially the status of the drawing in every school in the District without reference to the excellence of one school over another, showing also the orderly and complete development of the course of study. The last exhibit we had, which was purely a drawing and manual training exhibit, prepared for the meeting of the Eastern Art Teachers' Association held in Washington, was a more beautiful one than this, but it was selected work arranged to show our course of study in Washington, and contained our best work. Every exhibit has its own aim. The centennial aim was to give to the citizens of the District an opportunity to see the scope of our work and its results attained by thirty years of effort made by the school officials, teachers, and special workers in each department.

It was much regretted that the time for giving this opportunity was so short, but it seemed to be unavoidable. I must again express the regret that has so often appeared in my reports that we have no large room that can be appropriated for the purpose of a continued exhibition, where teachers may observe and citizens and strangers in the city see the work accomplished.

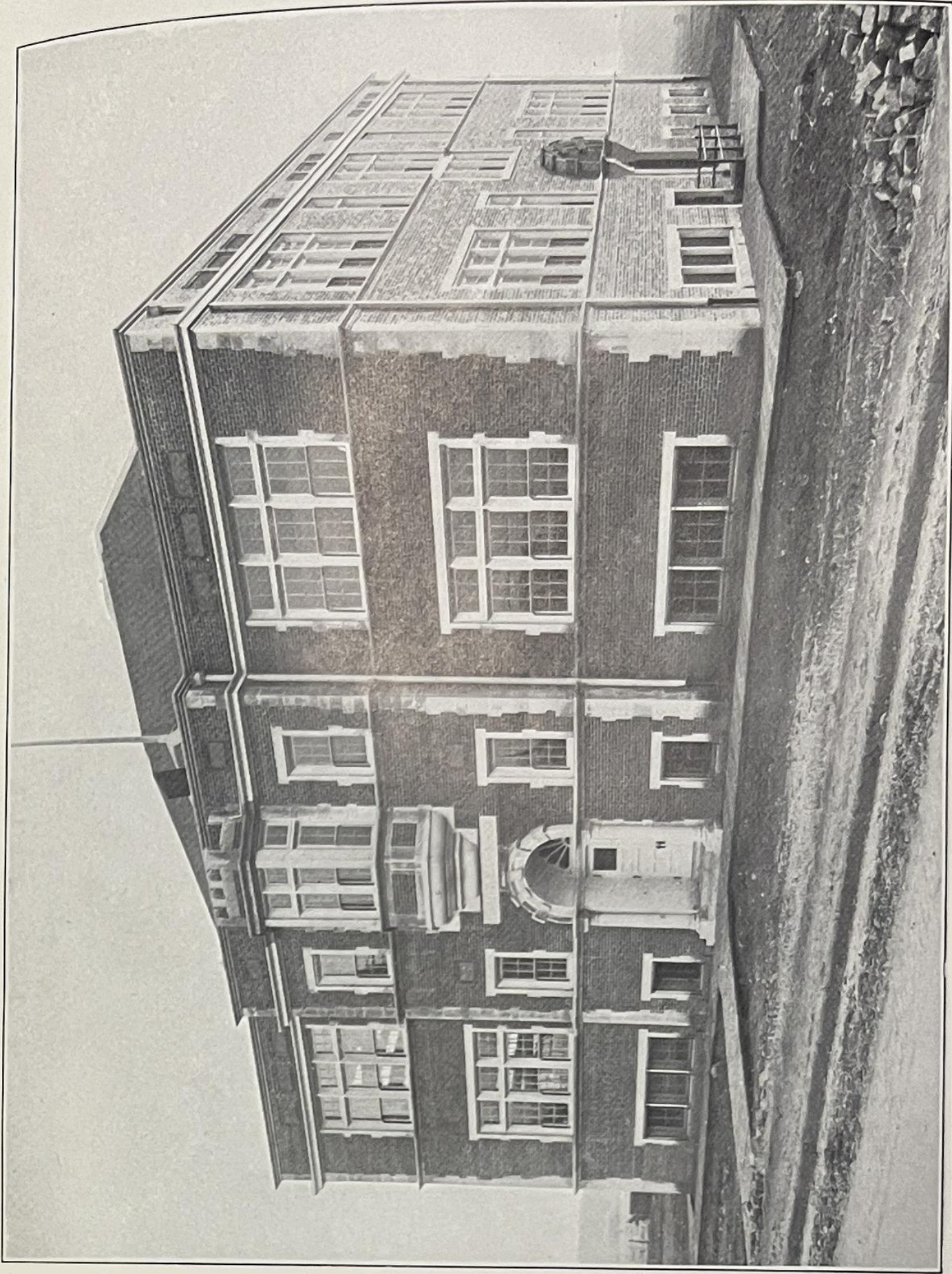
There are few changes in the course of study as given in my last report. Some are being made as to methods, however, rather than subjects, through suggestions in the Prang text-books which have been partially supplied to grades 4 to 7, inclusive; also through other sources, and our own daily experience.

We hope for a complete supply of the text-books, as they are very helpful and inspiring to both teachers and pupils.

Respectfully submitted.

S. E. W. FULLER, *Director.*

MR. A. T. STUART,
Superintendent of Schools.



HENRY T. BLOW SCHOOL.

REPORT OF THE DIRECTOR OF MANUAL TRAINING.

SIR: The past year has been an eventful one for the schools as a whole, and this department has been especially concerned. There was quite as much satisfaction among manual training teachers, in both grammar and secondary grades, at the prospect of better salaries, as among any body of teachers in the whole corps. This was natural, as their salaries have, as a rule, been quite as low as those in other departments of instruction. This has been a handicap for twenty years. Heretofore this disparity in salaries has been largely incidental to the greater matter, that of inadequate salaries generally. Now, however, the disparity is due to deliberate legislation.

In nearly every particular those provisions of the new law which affect manual training interests, do so adversely, if the present tendencies in its development elsewhere may be assumed as right. With this inspiring outlook does manual training complete its twentieth year of existence!

Without question, the first thing to do is to equalize the salaries so there shall be no apparent discrimination against those who elect to teach manual training subjects. This is the inherent right of manual training if it has any proper place in the public schools.

This phase of public instruction has everywhere received much advocacy of late years, and, recently, its promotion in our own schools has been advised by the highest authority. The provisions of the new law are hardly calculated to aid in this undertaking.

Among the pleasanter things which may be mentioned is the granting of the appropriation for the much-needed extension to the McKinley School. This will bring all the pupils and all their work under one roof, and will mean much to the school. I venture the prediction that, by the time this is possible, the demand upon the complete building will severely tax its capacity. Indeed, this is hardly a prediction, for in certain particulars it is already assured that the building will lack adequate accommodations for important parts of its legitimate work.

This department participated in the celebration of the centennial of the establishment of the public schools of the District by a very complete exhibit of the results of its work in all lines. Those lines peculiar to it—shop work, mechanical drawing, applied design, and applied physics—were emphasized in this exhibit. The showing made upon this occasion indicated that in all subjects and in all grades the work of the department is in a healthy and progressive condition.

In June the manual training teachers of the country met in New York to discuss the more important questions connected with the development of the subject. The problems now receiving the attention of the leaders in this department of instruction, as evidenced by the papers and discussions of that meeting as well as by the current literature of the subject, have been recognized in Washington, and the serious study of the proper solution has been undertaken and consistently pursued for the past few years.

The number of boys in the seventh and eighth grades has been gradually increasing until the demand upon our shop accommodations has nearly reached the limit. Several of the shops have been enlarged by the addition of benches, and the same increase will have to be made in the others. Certain sections are likely, also, to grow until they will need shops more centrally located than those which the boys of those sections now attend.

The work of the Armstrong School is continuing its development along the broad, useful lines in which, perhaps, its greatest value lies. It is reaching out to find and to supply the greatest and most immediate needs of its patrons. It looks the field over, and, having found an opportunity, seeks to train the boy or the girl to grasp it and to satisfy the demands. It is doing its work well; the results already attained would have been encouraging had they been years longer in coming.

The McKinley School, like the Armstrong, may now be judged by its fruits. It offers industrial subjects in place of the classics. Its work in the essentials of a general secondary education is accepted by every scientific and technical college to which application has been made, and the list is already long. That this recognition is warranted is shown by the subsequent records of those who benefit by it. Already, too, the "McKinley" label is the "open sesame" to employment for undergraduates during vacations as well as for graduates. Many a graduate is supporting himself, wholly or in large part, during his college course by work for which the manual training school prepared him. Many others are filling positions of responsibility for which the technical training was the prerequisite.

The departmental reports follow. In view of the full details given last year, these are as brief as practicable.

ENGLISH.

The course in English of the manual training schools during the year 1905-6 for the most part has been the same as in previous years. There have been some changes to conform to the college requirements for the years 1906-1909. The aim has been to lay a good foundation in English by the reading of English classics, the writing of simple

themes from the pupil's own experience, and by proceeding by easy stages to inculcate a love for what was read.

To this end the sentence and the paragraph were taught not only theoretically, but practically, the first-year pupils being reviewed in their previous knowledge of the sentence and led to apply the same in frequent practical exercises. The reading of the larger narrative unit, the novel, was led up to by the reading aloud and the careful study of smaller units, in the form of classic short stories, such as Poe's *Gold Bug*, Hawthorne's *Gentle Boy*, Hale's *Man Without a Country*, and Stevenson's *Will o' the Mill*. One of the difficulties in the way of intelligent oral reading was found to be the lack of knowledge of individual words, some of the pupils not knowing the meaning of the simplest words. Drill in oral expression and in study of details was given in simple stories so that the *Tale of Two Cities* might be studied more intelligently. The study of poetry was introduced by the study of such units as the *Pied Piper of Hamelin*, Poe's *Raven* and *The Bells*, Macaulay's *Lays*, Byron's *Prisoner of Chillon*, and Arnold's *Sohrab and Rustum*. Often pupils early conceive a distaste for poetry by being plunged into works much too difficult for their comprehension. The study of these poems is a fitting introduction to that of the *Ancient Mariner* and *The Vision of Sir Launfal*, later in the term, and the *Idyls of the King* in the second year. The poems were read so that at first the spirit of the whole should be felt, and later they were studied in detail. They were afterwards read aloud and in some cases parts were recited with proper interpretation in order to develop the love of good literature. As an aid in imbuing the pupils with a love of poetry, none of the written work of the quarter was based upon the study of the poems.

In order to correlate the work with that of the shops, the pupils applied their knowledge of scientific description and exposition through narration by describing the machines they had used in their work in the shops, and by recounting the exercises they had taken in their mechanical work.

Special attention was given to writing letters, both friendly and business, with greater detail in the first year and in the graduating classes of the second year. To the end that the pupils might be made to think for themselves and take the initiative instead of being mere copyists at letter writing, problem letters were given, such as a business man might give his secretary to work out on his own initiative. Some of the classes showed great strength in their response to this test.

Throughout the course, the work in written English has been practical. The subjects have been those of personal interest, such as street scenes, incidents from personal experience, exposition of themes of manual training, arguments in which there was a vital, personal

interest, and in the fourth year more formal debates and original essays of the didactic and conversational types within the pupil's own experience. As far as consistent with preparation in the required classics for admission to college, an attempt has been made to avoid basing the themes upon the classics read.

MATHEMATICS.

The work of the mathematics department this year has been most satisfactory. The principles adopted when the department was organized have not been departed from and the results are shown by the larger classes in advanced mathematics and the increased interest of the pupils in the subject.

Every effort is made to make the subject perfectly plain, to show the different uses to which it may be put, and to teach the student to reason logically from the known to the unknown. Students are urged to use the knowledge gained in the mathematics class whenever possible and teachers in other departments are requested to require of them the very best method at their disposal. A student who has studied trigonometry and logarithms is expected to make use of them in his work in physics, chemistry, and the shops, and in the mathematics class he is held responsible for the formulæ and principles learned in the other departments. Correct English, concise, accurate statements are insisted upon.

Several important changes were made in the mathematics course this year. Spherical trigonometry was substituted for analytical geometry in the fourth year in order to prepare students for entrance to Cornell University and similar institutions without condition or examination in mathematics. A shorter course in the same subject was also introduced into the third year so that next year it might be possible to give a short course in analytical geometry in the fourth year. A change was made in the text-book in geometry, Schultze and Sevenoak's Plane and Solid Geometry being substituted for Wentworth's. This book has many advantages over the other, and its use has been very satisfactory to the teachers and profitable to the students. In the Armstrong School a course in practical mensuration was substituted for the plane geometry of the second year of the two-year manual training course. This course has been a great benefit to those pupils and a similar course is recommended for the McKinley School. A quarter's work in the second year of the business course of the Armstrong School was devoted to practical work in business practice. The students were organized into banking and stock companies, and were instructed in the proper methods of handling money and drawing up papers.

The courses in mathematics in the McKinley and Armstrong schools are as follows:

Algebra is required in the first year of all four-year courses. Five periods per week are devoted to the subject and the text is covered through quadratic equations. Wentworth's New School Algebra is the text-book used.

A course of commercial arithmetic is required in the first year of the two-year manual training course and in the business course at the Armstrong. The Southworth-Stone Arithmetic, Book III, is used as a text. Four periods per week are devoted to the subject.

In the McKinley School plane geometry is required of all second-year students. Four periods per week are devoted to it and the subject is expected to be completed. This is possible in the four-year course, but not in the two-year, owing largely to the fact that they have not had the training in algebra. Schultze and Sevenoak's Plane Geometry is the text used. The work in the Armstrong School for the four-year courses is the same as in the McKinley. In the two-year manual training course the geometry is replaced by mensuration; no text-book is used in this subject, the selection and arrangement of the work being left to the director and the teacher. The work in the business course is devoted to commercial arithmetic and the text used is Thurston's Practical Tests in Commercial Arithmetic, and Seymour Eaton's Book of Business Forms. The work in the third year is elective, and consists of half a year of solid geometry and trigonometry and surveying. Five periods per week are devoted to these subjects. Schultze and Sevenoak's Solid Geometry and Wentworth's Plane and Spherical Trigonometry and Surveying are the text-books used. The solid geometry and plane trigonometry are completed. Spherical trigonometry is completed through the solution of right spherical triangles. A brief course in surveying is given in which the students are taken into the field and taught the use and manipulation of the principal surveying instruments.

Five periods per week are devoted to mathematics in the fourth year. Spherical trigonometry with its applications is first completed, after which the time is devoted to college algebra. The requirements for entrance to Cornell University are covered in this subject. Wentworth's College Algebra, revised, is the text used.

Great credit is due the teachers in this department for the excellent work accomplished this year.

GERMAN AND FRENCH.

The regular first-year classes of the McKinley finished 19 lessons of Spanhoofd's Lehrbuch. The special first-year class and the first classes of the Armstrong completed the twentieth lesson.

Pupils of the second year in both schools reviewed the first 20 lessons and finished Spanhoofd's Lehrbuch. The second-year classes

of the McKinley School also read and translated the first 10 anecdotes of Spanhoofd's *Kleine Geschichten*, besides writing one original composition of at least 150 lines.

The third-year classes of both schools read and translated Baumbach's *Der Schwiegesohn* and Freytags *Journalisten*. These books were used as a basis for German conversation, review of grammar, and for written work.

In both schools the pupils of the fourth-year classes read and translated *Wilhelm Tell*, *Der Neffe als Onkel* and *Minna von Barnhelm*. The pupils of the McKinley also read and translated the following poems: *Des Sängers Fluch*, *Die Wacht am Rhein*, and *Das Lied der Deutschen*. The McKinley fourth-year pupils memorized *Der Neffe als Onkel* preparatory to giving the play, but it was thought that it would not be best to present it.

The pupils of the first-year French class finished the first 18 lessons of Aldrich and Foster's *Foundations of French* and read and translated *Les deux Sourds*.

The second-year French class reviewed the first-year work, finished Aldrich and Foster's *Foundation*, read and translated Laboulaye's *Contes Bleus*, using this book as a basis for conversation and composition.

PHYSICS DEPARTMENT.

The department has increased by about 50 students since last year, so that, in September, the maximum enrollment was 392. This made an average enrollment for the year of about 350 students in physics—over one-half of the total enrollment of the school. These were divided approximately as follows: Applied electricity, 20; steam engineering, 18; college preparatory physics, 80; elementary physics, 232.

The work was carried on by four men, a part in the physics and dynamo laboratories of the McKinley School, and a part in a temporary laboratory in the old shops at 626 O street. The laboratories have been filled practically all the time, and several class rooms have been used for recitations. Classes have been carried on after school four days a week in order that all might be accommodated in the laboratories.

The courses have had the same general ideals as in previous years, yet several details have been modified. The applied electricity course has been slightly simplified and more attention given to large scale and commercial work. The class has visited in sections our school plant and several of the electric plants of the city. Here the instructor explains the operation of the various machines and switch-board devices, the circuits, power, engines, boilers, etc. The students experiment with the smaller machines in the laboratory and study carefully the operation of the school plant under working conditions.

The course in steam engineering has been steadily growing on the practical side. The principles of heat transfer of energy are studied, and later the student comes in touch with the care, management, types, and history of steam plants, the different kinds of valves, gauges, injectors, engines, boilers, coals, flues, ventilators, heating systems, etc.

These are explained to the student at the plant in question. A small engine, made in our shops, is used to advantage, and will soon be attached to the compressed-air system. The students make a careful study of the school plant while in operation, taking and figuring indicator cards, calculating horsepower, weighing coal used, observing switch-board instruments, etc. The District pumping plant, the filtration plant, ice plants, and other large plants are visited under the guidance of an instructor. The managers kindly extended to the class the courtesies of Luna Park just before it was opened to the public. Here a very profitable Saturday was spent among the new boilers, turbo generators, dynamos, motors, etc. This course in steam engineering promises to be one of the most valuable of our technical courses.

The purpose of the college preparatory physics course is in part indicated by its name. In this course physics is studied in a more exact way than is possible with beginners. Mathematics and practical problems come more into prominence. Ideas and laws are treated with some knowledge of the place and importance they hold in the economy of nature. A few of the common engineering and commercial problems are considered. Ten-minute discussions of special branches of applied physics and commercial arts are led by the students from papers which they prepare. This has been tried somewhat as an experiment, but has proved most helpful. Pupils have presented such topics as searchlights, opera glasses, telescopes and microscopes, manufacture of spectacles, troubles of the eye and their cures, heating and ventilation, manufacture of artificial ice, determination of the velocity of sound, mechanical construction of the piano, wireless telegraphy, etc.

The elementary physics course, though mentioned last, comes first in time and is first in numbers. This course has an individuality among physics courses as taught in the East. Our students come to us with practically no previous scientific training. They know that trolley cars run, that one can talk into a telephone and be heard a long way off, that engines make machines go, that there is such a thing as a weather bureau, that a camera is used to take pictures, and that in lifting a heavy stone a crowbar is used. In fact, while they have quite a store of general information, their knowledge lacks organization and seems to be in a chaotic condition. Seldom have they observed the relation between phenomena, and rarely have they seen "why the

thing works." We deem it our privilege and duty in this course to help the student to understand those facts which he has noted, to correlate them, to suggest and stimulate his investigating nature, to give him a chance to dissect the telephone and see what is inside to make it work, to examine a motor, to see the inside and parts of a camera, to learn how a weather map is made and what it means when completed, etc. Such a course may have a much broader function than "to satisfy college entrance requirements." It stimulates and assists scientific tendencies. It develops an investigative turn of mind; does not thwart and distort the relative value by excessive refinement of measurement and subsequent calculation from questionable data. The more familiar one becomes with physics as ordinarily taught in the larger cities to satisfy college requirements, the more strongly one is convinced of the value of this elementary course.

The elementary course in which the whole of Henderson and Woodhull's Elements of Physics is used as a text is required of all students in their first or second year.

The college preparatory course, in which the whole of Gilley's Principles of Physics is used as a text, follows the elementary course and is required of all students preparing for college.

The steam engineering course, in which most of Kennealy's Steam Engines and Boilers is used as a text, is elective after the college preparatory course has been completed.

The applied electricity course, in which Sheldon's Elements of Electricity and Magnetism is used as a text, is elective by seniors having taken the college preparatory course.

Each of these courses represents two laboratory periods and two recitation periods per week for one year.

The department has suffered a great loss through the resignation of its former director. Mr. Clarence M. Hall, M. S., was a man of unusual ability, and one who will long be missed by his associates and pupils. Three weeks after Mr. Hall's resignation Mr. F. H. Richardson was appointed to take his classes.

CHEMISTRY.

The plan of our work in this department during the past year has been the same as that of the preceding years, and the results of the same continue to be encouraging.

I shall, however, recommend that our beginners' course extend over two years instead of a very much abbreviated course of general chemistry the first year and qualitative chemistry the second year. With only four periods per week throughout one year there is too much general chemistry left untouched before going into a purely qualitative course in chemistry. This change would give any student

who had taken two years of chemistry an excellent preparation for college, a fine foundation for a third year's course involving qualitative chemistry, and a broad training in those chemical principles which are helpful to other professions and lie at the basis of everyday life.

FREE-HAND DRAWING.

The plan of this work has remained, as a whole, unchanged. More time, however, was given to practical representation. The September work was begun with simple outline nature drawing, followed by more advanced problems in pencil coloring and pencil modeling. Ample time was given to perspective and interior sketching. Later on in some classes the students planned interiors and designed furniture for them, the whole making a complete study of drawing and color.

Special classes were organized for the purpose of studying illustration and composition. The students who attended these classes asked for this work, the nature of which was figure drawing in pencil, charcoal, and crayon.

The textile work shows broader treatment and better results along the lines of color, design, and material. The metal work of the past year shows a surprising advance over that of the year before. The students, with their previous experience, were prepared to treat design itself as a very important part in the workmanship. To them true design is no longer a matter of appearance, is not detachable from the craft, is an "inseparable element of good quality," involving as it does the selection of good and desirable material, expert workmanship, and proper finish.

The department participated in the midwinter centennial exhibit of all the schools and found ground for encouragement in the comparison thus made possible.

The making of designs to be executed in the shops was continued and improvement noted.

MECHANICAL DRAWING.

Having profited by the services of an additional and very capable instructor, and by the slight relief from crowded conditions, obtained through the use of the supply room, adjacent to the smaller drawing-room, for our office purposes, the work of the mechanical drawing department has shown a gratifying progress.

The general plan of work has become so nearly settled that it was deemed desirable to prepare it in the form of permanent sheets. This task was undertaken by Mr. Miller, the new instructor, who was thus enabled to gain a clear insight into the work that was being done. With the expenditure of a great deal of time and labor he

prepared each exercise in the form of a tracing 6 inches by 9 inches, containing the information necessary for the student. Blueprints made from these tracings were found to be of great help in instructing the first and second year pupils.

Several minor changes were made in the problems given to the pupils of the first and second year classes, but this was done to correct faults that had been detected by our experience with the former problems and did not affect the general scheme of the work. In the third year, however, the plan of the work was rearranged, so that the problems of intersection and development progressed by easy steps from the essential ones, involving the theory, to the more difficult ones which presented the difficulties that are encountered in the practical application of the work. Problems in the determination of shadows, such as are encountered in architectural work, were substituted for the more theoretical ones that had been previously used to teach this subject. One feature of the shadow work that was lacking this year, but will be taught during another term, was the laying of flat washes. It has previously been unnecessary for us to touch this feature, as it has been very thoroughly taught by the free-hand drawing department.

The work of the special students of mechanical drawing, who were permitted to take the subject as a major study, is deserving of special mention. There were about fifteen such pupils and the work accomplished amply justified the concession made to them. It is well to note, however, that the instruction of these pupils causes a heavy drain on the time of the teachers and on the space in the drawing-room, so it will be necessary to limit the number who are granted this privilege until the space is increased and the corps of instructors made larger.

During the year Mr. Illman, who has made a special study of architectural drawing, revised the course in that subject.

An outline of the regular course follows:

FIRST YEAR.

FIRST QUARTER.

Sheet 1.—Free-hand working drawing of selected wood turning, forging, and machine-shop exercises. (Made from the object.)

Sheet 2.—Tracing a blueprint of a simple working drawing, involving the use of the ruling pen, lettering, and dimensioning. (On glazed side of cloth.)

SECOND QUARTER.

Sheet 3.—Tracing a blueprint of a simple working drawing, involving problems with the compasses, bow-pen, ruling pen, dimensioning, and lettering. (On the dull side of the cloth.)

Sheet 4.—Laying down from sketches on an instruction sheet problems involving the fundamental principles of oblique projections, outline and surface line shading, the use of the various instruments, lettering, dimensioning, and the use of the draftsman's scale.

THIRD QUARTER.

Sheet 5.—Laying down and inking from perspective sketches a working drawing of a simple machine detail. (American shop system.)

Sheet 6.—Laying down and inking from perspective sketches a working drawing of a simple machine detail, using a different scale.

Sheet 7.—Making a working sketch from a simple machine part and laying down and inking from the sketch a working drawing. (American shop system.)

Sheet 8.—Making a working sketch from a simple machine part and laying down and inking from the sketch a working drawing. (American shop system.)

Sheet 9.—Special work along similar lines for advanced pupils.

The problems in this course were selected with the view of involving as many of the draftsman's conventional signs as was possible. Special attention was paid to accuracy and neatness.

SECOND YEAR.

FIRST QUARTER.

Sheet 1.—A free-hand working sketch of a simple machine part.

Sheet 2.—A commercial drawing for a helical spring made from a sketch giving simple formulæ.

Sheet 3.—Determining the third view and laying down the scale drawing of a crank shaft.

SECOND QUARTER.

Sheet 4.—Drawings of the various styles of nuts, bolts, and threads, conventional and actual.

Sheet 5.—Laying down from a sketch a working drawing of a steam-engine piston.

THIRD QUARTER.

Sheet 6.—Drawing of a house, illustrating the theory of third-angle projection.

Sheet 7.—The determination of sections and cross sections of a masonry chimney.

FOURTH QUARTER.

Sheet 8.—Revolving a hexagonal pyramid from a special to any general position.

Sheet 9.—An elementary problem in intersections.

The aim of the first half of this year's work was to interest and instruct the pupils in the elementary problems of machine drawing. After he had had instruction for two quarters in geometry, the principles of orthographic projections, which underlie all commercial drawing, were taught.

THIRD YEAR.

FIRST QUARTER.

Sheet 1.—Free-hand working sketch of machine parts.

Sheet 2.—Third angle projection of the intersection and the development of a hexagonal prism cut by a plane.

Sheet 3.—Third angle projection of the intersection and the development of a hexagonal prism cut by a plane, using a cylinder.

Sheet 4.—Third angle projection of the intersection and the development of a hexagonal prism cut by a plane, using a hexagonal pyramid.

Sheet 5.—Third angle projection of the intersection and the development of a hexagonal prism cut by a plane, using a cone.

Sheet 6.—Third angle projection and development of intersecting square and hexagonal prisms.

Sheet 7.—Third angle projection and development of intersecting square and hexagonal prisms, for intersecting square prism and square pyramid.

Sheet 8.—Third angle projection and development of intersecting square and hexagonal prisms, for triangular prism and cylinder.

Sheet 9.—Third angle projection and development of intersecting square and hexagonal prisms, for intersecting cylinder and square pyramid.

Sheet 10.—Third angle projection and development of intersecting square and hexagonal prisms, for two intersecting cylinders.

Sheet 11.—Projection in the first angle of the shadows cast on a cylindrical column by a square plinth and on the two planes of projection by both objects.

In the selection and presentation of the problems of this course, the result most sought for was the development of independent work. To accomplish this the subject-matter was presented in the form of general problems and the pupils encouraged to select different positions for their intersecting objects. The more advanced pupils were permitted to cut out their developments (having first made a tracing of the sheet) and to construct a paper model of the problem. This tangible expression of the thought which they had conceived developed great interest in the work.

Another purpose of the course, of scarcely less importance, was the fixing in the minds of the students the means of applying the principles of orthographic projections to practical work.

Enough work in the determination of shadows was given to arouse an interest in that subject, and to teach its broad, general principles.

FOURTH YEAR.

ALL QUARTERS.

Instruction in commercial drawing.

This course was given for the purpose of developing self-reliance and resourcefulness and to give the pupils an insight into the requirements of accuracy, neatness, and rapidity which are made in the commercial world.

Besides these regular courses, there are also schemes of work for special students and for the girls who are preparing for the Normal School. This latter was rearranged during the year, that now being followed being an adaptation from a course which was published in the School Arts Book, issue of November, 1903, recommended for use in the lower grades.

The average number of pupils enrolled in the department was, approximately, 414. The maximum number enrolled for the first-year course was 170; for the second year, 138; for the third year, 74; for the fourth year, 53; and special students, unassigned, 5. There were under instruction by Mr. Miller, 105 first-year and 41 second-year pupils; under instruction by Mr. Illman, 37 first year, 73 second year, and 12 special pupils in architecture and normal work; under instruction by Mr. Woodward, 74 third year, 46 fourth year, and 12 specials in the various branches of special work.

Mr. Miller was required to give an amount of instruction equivalent to teaching 292 pupils one hour each week; Mr. Illman's work was an equivalent of 262 pupils one hour each week; and Mr. Woodward's, an equivalent of 329 pupils one hour each week.

The care of the large amount of drafting apparatus which it was necessary to repair and adjust required a great deal of the time of the teachers. They also prepared a large number of tracings, drawings, and blueprints for the use of this and the other departments. A duty which fell to their lot this year, through the expansion of the department into the supply room, was the caring for and distribution of all school supplies. In order to carry out this work a card system of accounts was introduced, by means of which receipts and records were kept for all goods distributed, all goods used by each teacher, the quantity of each article received and the balance on hand.

It is a pleasure to report that one of the teachers in the mathematics department took the first-year course in drawing, and we hope that others, particularly of that department, may follow this example. In this way the sympathy that should exist between this branch of the applied science and the department of the pure science can be more quickly created.

Another movement bearing on the question of correlation which was begun by this department in a small way during the year was the practice of holding regular conferences of the shop and drawing teachers for the purpose of discussing the opportunities for the sympathetic development of their respective courses. Thus far this movement is only in its formative stages, but we hope to see it grow into an important factor in the development of the school.

DOMESTIC SCIENCE.

There have been few changes in the course in domestic science during the past year.

The first-year classes have been very large, so that in some cases it has been impossible to give strictly individual work in cookery.

In the second year of the two-year course there was a sufficient number of girls who elected this work to make a fair-sized class.

As usual, the girls in the second-year classes showed great interest in planning various meals for stated sums, and in many cases the results were very good.

This is the first year that this work has been compulsory in the third and fourth years, but all took it as a matter of course and most of the girls did good work.

The laundry work in the third year and the invalid cookery and home nursing in the fourth year are particularly attractive.

With the promised addition to our building, much more satisfactory work can be given.

DOMESTIC ART.

In this department a few changes were made in the last year's course of work, having in view a still more thorough training in the principles of dressmaking, tailoring, and hat making, with as much practice in their application as time would allow. While the details of the mechanical side of the work were considered, those points which are the most useful in the home were selected and fully worked out. The practical utility of sewing is demonstrated year by year by the results obtained in the graded schools, which serve as a substantial groundwork for the course of higher instruction when the manual training school is reached. Elementary work is supplemented by tailoring, dressmaking, and millinery, the most careful attention being given to designing garments and hats in order that they may suit the individual for whom they are intended. Beauty of proportion, beauty and accuracy of line, and harmony of color are studied with construction, and much pride is felt by the girl when the responsibility of success rests upon her, when she is able to do intelligent work by independent effort and realizes that the good results are the product of her own endeavor.

As an economic factor, this line of work is demonstrating its value, for not only does she plan and determine the way and cost of fashioning her own attire, but that of her mother and sisters.

The director of domestic art on several occasions drew upon this department for substitute sewing teachers for work in the grades, and was so well pleased with their success that she expressed the hope that all the regular sewing teachers hereafter may be girls who have had this previous training. Both oral and written work are required of each pupil. Some of the subjects considered were the special preparation of textiles for manufacture from the raw material to the finished product and the bleaching and dying of goods, the latter in correlation with other studies, the aim being to emphasize the educational value of technical work which is definite and real.

Two exhibits were held during the past school year, when parents and educators in other fields had an opportunity of seeing what was being done in this line of manual-training work.

WOOD TURNING.

The course in the wood-turning department this year has been practically along the same lines as followed in previous years, with a few changes to suit the advances in the work.

One hundred and seventy-five students enrolled for a full course in wood turning and pattern making; 133 have completed the course, 42 having dropped out.

The work in patterns this year was carried on more extensively than last year. We made a few large pieces, such as hangers, counter-shafts, parts to engine lathes, and shapers.

The boys sketched the parts they intended to make and took the sketches to the mechanical drawing department, where they made working drawings from them. These were then brought back to the shop and the patterns were made from the drawings. The work in this form seemed to interest the boys more than usual.

There is no question about the love for the work in this department, but there is a tendency among the students to have the instructor do all the thinking. We have found that the notebook has greatly overcome this, as it throws the responsibility of the work upon the student.

FORGING.

Owing to the resignation of Mr. Skinner, in January of this year, it was necessary to appoint a new assistant in the shops, and Mr. Piggott, a former pupil of the school, who had shown marked ability in forge work, was appointed. Mr. Piggott very ably filled Mr. Beall's place, he having been transferred to the machine shop. These

changes temporarily affected the work, yet a substantial advance over preceding years was shown. The execution in iron of designs worked out in the art department, which was so successfully begun last year, was carried on to a greater extent this year, some excellent products having been completed. The work in steel was especially satisfactory. Tools and cutlery of a high grade, as well as machine forgings in low steel, were turned out in large quantities. The work of some individual pupils has been quite remarkable.

MACHINE WORK.

The number of boys taking the machine-shop work this year has been exceptionally large, necessitating our running 8 extra periods a week, making a total of 33 periods per week. We started the year with 150 boys on the machine-shop rolls. These boys were divided into 7 sections, but, unfortunately, it was impossible to make an equal division, and some of the sections were very small, while others were overcrowded.

This year's work in the shop has been carried on through various interruptions and changes. Preparations for the centennial exhibition interfered materially with the number of exercises turned out during the first quarter, and the fourth quarter's work was somewhat curtailed by the preparations for the annual exhibit. Both exhibits, however, were very pleasing and interesting to the patrons of the school, and, while they interrupted the regular class work, they gave the boys who helped in their preparation training that was valuable. There have been several changes in the teaching corps. In February the school suffered the loss of one of its best teachers. I speak of Capt. Frank E. Skinner, who by his devotion to and interest in all that pertained to the school had made himself a most helpful and popular instructor. Captain Skinner resigned his position as head of the shops to accept a very responsible position at the National Soldiers' Home at Hampton, Va. Upon his resignation Mr. Beall was appointed instructor in machine-shop work, in which capacity he served very successfully until April, when he tendered his resignation in order to accept a more lucrative position in Pittsburg. After Mr. Beall's resignation we were obliged to run the machine shop with only one instructor, as no one was selected to fill the vacancy until shortly before the close of school, when Mr. G. W. Sunderland was appointed. Mr. Sunderland comes from the Washington Navy-Yard, where for ten years he has been employed as a first-class machinist. Previous to his employment there he was in the Pennsylvania Railroad shops in Altoona, Pa. A man of such experience should prove a valuable acquisition to this department.

The boys have shown commendable spirit throughout this year. Their work has been carried on with a lively interest and a desire to

succeed that have made their shop work both profitable and pleasant. Subjected in the machine shop to such discipline as would be found in any good outside shop, they work in a quiet, orderly manner, but without undue restraint. How far the instructor should direct the boy in his work and how much the boy should be left to think for himself is still a problem for manual-training teachers to consider. The boys in our shop have, during the past year, shown themselves capable of solving questions without undue loss of time, and I think it is safe to say that as manual-training schools grow older and the correlation between shop work and other studies is more complete the boys will, by the application of knowledge gained in the class room, become more and more independent in the shop work.

The number of exercises completed this year by the classes in the machine shop has been unusually large. I refer to the number of exercises per pupil, and the records show that the boys individually have an unusual amount of work to their credit.

Our machine-shop equipment is improving each year, as additions are made to the machinery and tools. The new milling machine, which was installed last fall, has proved very useful for repair work. It has milled and cut racks for four lathes, and many smaller jobs for shop use have been done on it.

The new system of arranging and issuing tools, inaugurated during the past year, has been very successful. The checks insure a correct account of all tools issued while the new arrangement of tools in the tool room makes it possible to issue them without loss of time.

I have made out a large requisition for small tools and supplies for next year, my idea being to stock our shops well with needed supplies and tools. Among other things ordered this year is a metal cutting-off saw, which will be a great help in getting stock for the exercises cut off more quickly. I also ask for 10 bench vises of a much stronger and heavier type than the ones we now have.

We also need more engine lathes and shapers, but these are not included in this year's requisition. There is floor space in our shop for more machinery of this kind, but we have little or no room for counter-shafting. This would necessitate their being electrically driven with independent motors, which would be quite expensive. I would suggest, however, that they be provided at some future time when there is money available for their purchase.

Respectfully submitted.

J. A. CHAMBERLAIN, *Director.*

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF DIRECTOR OF DOMESTIC SCIENCE.

SIR: I have the honor to submit the report of the work of the domestic science department for the year ending June, 1906.

Many persons are puzzled by the term "domestic science." They are perhaps awed by the word science, and afraid it means something which is quite beyond the ordinary comprehension. Some object to the designation of this work as scientific cooking, saying that science should be taught to the college students, not to children. I have often invited such persons to go with me to observe a lesson and have asked their opinion regarding the science taught in it. The invariable opinion has been that there was not a bit of science in it; that it was just a plain, common-sense cooking lesson. Then I have shown those individuals that there was much science there; that every reason given the children for doing the work, that every step of the lesson was based on some science principle, and that though this study may not be a science in the same sense as chemistry and physics, yet it has its foundation in the sciences. Some one has aptly described domestic science as scientific common sense applied to the home. Scientific common sense has to be learned, and we are trying to teach the girls some of it, so they will not have to learn it by costly experience.

The work of this department may be said to be a practical combination of physics, chemistry, bacteriology, physiology, elementary mathematics, economics, art and manual training, and it treats of nearly every phase of home life.

Though the home has delegated to the school its function of educating the child, yet it has not and can not turn over to the school its whole responsibility connected with the child. The home must be the place where he is brought to a healthy animal maturity, that he may be able to learn when in school. To do this the house mother must know what are the animal needs of the child and how to procure wholesome, nutritious food, pure air, sufficient exercise, both in and out of doors, and the requisite amount of rest to give the body cells time to store power.

The home is also the place where the beauty sense of the child must be created and trained. This is done unconsciously by the home environment, hence the house mother must be able to appreciate the beauty of simple lines and ornamentation, the harmony of colors, and the fitness of an object to serve the purpose for which it was made;

otherwise the home environment will continue to send out children whose beauty sense is either distorted or dead, and we will continue to have such creations as are seen to-day in our buildings, in our house furnishings, in our dresses, and even in our theaters.

That the girls of to-day, who are to be our future house mothers, may be prepared to make their homes places where the fundamental functions of the home may operate, the course in domestic science treats of the cost, composition, and nutritive values of the food materials, of the effects of different agents on the constituents of the food materials, of personal, household, and municipal hygiene, of the necessity of temperance in eating as well as drinking, and of the beauty of simplicity.

Domestic science is given in the seventh and eighth grades throughout the District of Columbia and in the manual-training high schools.

For the work in the grades there were 35 rooms fitted as kitchens and known as school kitchens, or centers. Classes were taught in these rooms by a corps of 20 teachers, 14 of whom were for the white schools and 6 for the colored ones. This was a growth of 3 rooms and 1 teacher since the last report. Each teacher had an average of 13.45 classes a week, with an average of 14.2 pupils in a class. One hour and a half a week was the time allowed for each lesson.

For the work in the McKinley, two rooms were fitted as kitchen laboratories. One of these was in the McKinley, while the other was in an old building on O street (a most suitable place for a school). In the Armstrong a room was fitted as a kitchen laboratory, in which most of the work was given. A small room on the first floor was fitted for the care of emergency cases, and in this the bedroom and home nursing work was given. Four teachers were employed for the manual-training school work, two for the McKinley, and two for the Armstrong.

Hence, there were 38 rooms, 24 teachers, a director, and an assistant director for the work of this department, which is a growth since the organization in 1887 of 34 rooms and 22 teachers.

WORK OF THE YEAR—GRADE SCHOOLS.

The work of the year was practically the same as that given in previous years of which a full description with outline of course of study was printed in the last report.

The work for the seventh grade consisted of the actual preparation of food materials (the teacher giving oral directions for doing this), writing directions for this preparation, estimating the cost of the materials used, studying how and where the food materials were grown, were manufactured or otherwise prepared for market, and were sold. After the food was cooked, it was served to members of the

class, then the dishes were washed and put away and the kitchen swept and dusted.

For the eighth grade, the work was a little more difficult. The dishes which were prepared required a little more careful handling. Simple experiments were performed to show what compounds the food materials contained. The elementary physiology of the digestion of the starches, sugars, celluloses, fats, and proteids was taught when each of these substances was found in the food material. This is the basic work for the study of nutrition. Pupils in this grade also wrote the directions they had followed when preparing the dish. This requires close observation and memory. The English of these receipts was not the cramped, stunted English of the receipt book, but the clear, full, idiomatic English taught in the language work of the grade. They also estimated the cost of the food material used in the preparation of the dish, washed the dishes, and cleaned the kitchen.

The one new feature of the work was teaching the pupils of the seventh and eighth grades to set the table and serve a meal. In the seventh grade, breakfast was the meal selected, while the dinner was the meal for the eighth grade.

Each kitchen was provided with three tablecloths, a silence cloth, and a dozen napkins, as well as sufficient plain white china, glass, and plated silver ware to set the table for four people. The simple home service without waitress was taught. It is a service which may be used in the richest as well as the poorest home.

The plan was to let four of the pupils personate a family consisting of mother, father, daughter, and son. We taught it was the daughter's duty to relieve the mother, and the son's to relieve the father of part of the serving. That it was the daughter's duty to set the table, to arrange the extra dishes on the side table, to bring the food to the table, and place it before the one who was to serve it, after which to take her place at the table and partake of that portion of the meal with the other members of the family, then to leave her seat, remove the food and the soiled dishes and to place the food and the dishes for the next portion of the meal on the table, taking her seat at the table and partaking of the food as before.

In the seventh grade the service was taught without actual food being served, but for the last six weeks of the eighth-grade work the food prepared at each lesson represented a course in a dinner. The table was set for the course preceding the one which had been cooked, so the dishes might be removed from the table and the course constituting the day's lesson be served as it should be. This work was well given and the pupils were thoroughly interested in it. The object of the work was to teach orderliness in the service of meals when doing one's own work, hoping it would be an incentive to the girls to take an interest in their homes and to do their part to make the

meal hour a pleasant one for the whole family, thus helping to create an environment which would make possible a better development of the individuals of the family circle. We are glad to be able to report that some of the pupils were so much interested that they assumed the duties of setting the table and serving the meals in their own homes.

MANUAL TRAINING SCHOOLS.

The work planned for the manual training schools was a step higher than for the grades, and was so given as to show that successful home making (even the simplest facts) depended on the practical application of the fundamental principles of art and the different sciences to home work. Unfortunately some of the work had to be given before the principles were taught in the science laboratories. When the principle had not been taught, the teacher of domestic science taught the application of it as thoroughly as she could, then the teacher of the science when ready to teach that principle referred to the application of it which the pupils had used in the domestic science laboratory.

As the girls of the first year are very little older than the girls of the eighth grade, they are still interested in the cooking of food; hence the work for them was actual preparation of food materials. The pupils worked from written dictations instead of verbal ones, and each one prepared a small portion of the recipe. The composition of the different food materials was again determined by experiment, then the effects of water, of heat, and of other agents on the carbohydrates, the proteins, and the fats were determined by simple experiments. The results of these experiments determined how the food should be cooked and gave the explanation for following certain rules in the preparation and combination of food materials.

The work for the second year was designated meal work. It consisted of lessons teaching how to select and purchase supplies and how to plan, prepare, and serve meals. Each class planned, purchased, prepared, and served two meals.

The central thought for the work of the third-year class was cleanliness, how to secure it and some of the results of uncleanness. The general composition and source of dirt in the home was discussed; then the different means employed to preserve food materials were studied and used; after which the cleaning of wearing apparel and household furnishings was taught.

The central thought for the work of the fourth-year class was hygiene—personal, household, and municipal. The care and feeding of the invalid, the treatment applied to accidents and other emergencies, the structure and care of the house; the necessity for certain laws, especially those dealing with the control of communicable diseases,

and the production and sale of food products were subjects for the lessons bearing out this thought.

After such work as this in the school we believe our girls will go into their homes filled with the thought that the highest order of intelligence, prepared by the best education, is required to successfully make a home and carry on the work which must be done there. We believe, also, that they will set a simpler standard of living, the results of which will be a greater number of families living in homes of their own instead of in hotels.

We are glad the schedule of salaries adopted last June gives to teachers in this department of work higher salaries than have been paid here, but the rate of promotion is very slow and the maximum, especially for teachers in the manual training school, is still too low. Moreover, the difference in the salaries paid these teachers as well as those of other industrial subjects and those who teach the academic subjects, has the effect of ranking teachers of the industrial subjects as inferior to those teaching the academic subjects. When the scope of the work, the length of time, and the great number of subjects which must be studied in preparation for teaching these subjects are considered, it will be seen that they are in nowise inferior to teachers of any other subject and should not be so unjustly classed as they now are.

Teachers of this subject should have a broad science, art, and pedagogic education. This can not be obtained except in college, and such college-trained women command higher salaries than are offered here, hence they will not come here. Moreover, the rate of promotion being so slow there is little to induce the teachers in the present corps to go to college to get necessary education. They have done noble work and have responded to my efforts to give them a broader knowledge of their subject and to make them better teachers. If the yearly promotion in salaries was larger, I believe they would avail themselves of the opportunities for study offered in the summer schools, then we would be able to make this work a more potent factor in the education of the girls than it is to-day.

I append the usual tabular statement concerning the schools, the teachers, and the cost of provisions.

Respectfully submitted.

EMMA S. JACOBS, *Director.*

Mr. A. T. STUART,
Superintendent of Schools.

FIRST NINE DIVISIONS.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Number of pupils.	Amount spent for provisions.
Miss K. H. Filoon..	Dennison.....	Dennison, Morgan, Harrison, Adams, Phelps, and Chevy Chase.	1 second year and 5 first year eighth grade and 8 seventh grade.	210	\$80.44
Do.....	Woodburn.....	Woodburn.....	1 seventh grade.....		
Miss E. W. Saxton.	Berret.....	Berret and Force.	1 second year and 3 first year eighth grade and 5 seventh grade.	126	46.35
Do.....	B. B. French No. 2	Cranch and Buchanan.	3 eighth and 3 seventh grade.	94	35.72
Miss M. J. Merillat.	Thomson.....	Thomson, Franklin, and Webster.	5 eighth and 5 seventh grade.	152	61.03
Do.....	Benning.....	Benning.....	1 eighth grade.....	12	5.86
Miss N. B. Rutherford.	Johnson Annex ..	Johnson, Hubbard, Ross, and Monroe.	4 eighth and 4 seventh grade.		
Do.....	Van Buren Annex.	Van Buren and Van Buren Annex.	2 eighth and 3 seventh grade.	182	65.08
Mrs. M. A. Burns..	609 O street.....	Abbot, Henry, Polk, Morse, Phelps, and Twining.	2 second year and 7 first year eighth grade and 6 seventh grade.	234	72.65
Miss J. P. Wilkinson.	212 H street.....	Seaton, Gales, Arthur, Blake, Langdon, and Twining.	6 eighth and 8 seventh grade.	213	60.33
Miss F. B. Espey ..	646 Massachusetts avenue NE.	Peabody, Hilton, Edmonds, and Maury.	6 eighth and 8 seventh grade.	231	70.95
Miss F. Jenkins....	B. B. French No. 1	Towers, Wallach, Dent, Brent, and Lenox.	6 eighth and 8 seventh grade.	220	72.00
Miss M. E. Davis ..	Jefferson.....	Jefferson, Bradley, Smallwood, S. J. Bowen, and Amidon.	6 eighth and 9 seventh grade.	233	74.96
Miss A. M. McDaniel.	High street.....	Curtis, Fillmore, Jackson, Addison, Reservoir, and Corcoran.	1 second year eighth and 7 first year eighth grade and 7 seventh grade.	219	69.96
Miss K. D. Jones...	730 Twenty-fourth street.	Grant, Toner, and Weightman.	5 eighth and 3 seventh grade.		
Do.....	Brightwood.....	Brightwood and Petworth.	2 eighth and 1 seventh grade.	174	70.67
Do.....	Good Hope.....	Stanton.....	1 eighth grade.....		
Miss N. I. Riggles..	Northeast Industrial.	Ludlow, Taylor, Carbery, Hayes, Blair, Wheatley, and Madison.	7 eighth and 8 seventh grade.	232	62.73
Miss A. B. McLearn.	1245 G street NE..	Madison, Pierce, Webb, Wheatley, and Hamilton.	1 second year eighth and 3 first year eighth grade and 5 seventh grade.		
Do.....	Brookland.....	Brookland.....	2 eighth and 1 seventh grade.	185	70.95
Do.....	Tenley.....	Tenley.....	1 eighth and 1 seventh grade.		
Miss E. R. Tiffany.	Emery.....	Emery, Gage, and Eckington.	4 eighth and 5 seventh grade.		
Do.....	Congress Heights.	Congress Heights.	1 eighth and 1 seventh grade.	188	65.11
Do.....	Takoma.....	Takoma.....	1 eighth and 1 seventh grade.		

TENTH, ELEVENTH, TWELFTH, AND THIRTEENTH DIVISIONS.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Number of pupils.	Amount spent for provisions.
Miss L. Parker.....	Stevens.....	Stevens, Montgomery, Sumner, Briggs, and Wormley.	7 eighth and 6 seventh grade.	175	\$68.94
Miss A Wilder ^a	1120 Twentieth street NW.	Stevens, Montgomery, Sumner, Briggs, and Wormley.	3 eighth and 7 seventh grade.	122	44.66
Miss J. T. Freeman.	J. F. Cook.....	Cook, Slater, Jones, Banner, and Langston.	1 second year and 4 first year eighth grade and 6 seventh grade.	179	70.76
Do.....	Bruce.....	Bruce, Wilson, and Military Road.	1 eighth and 2 seventh grade.		
Miss B. Miller.....	1303 H street NE.	Lovejoy and Logan.	3 eighth and 2 seventh grade.		
Do.....	Benning Road....	Benning Road....	1 seventh grade.....	107	61.71
Do.....	Garfield Hall.....	Garfield.....	1 eighth and 1 seventh grade.		
Do.....	Hillsdale.....	Birney.....	1 eighth and 2 seventh grade.		
Miss Ella Freeman.	Garnet.....	Garnet, Garrison, Mott, Patterson, and Fort Reno.	6 eighth and 8 seventh grade.	160	63.79
Miss H. Johnson...	Lincoln.....	Lincoln, Bell, and Giddings.	4 eighth and 5 seventh grade.	197	62.55
Do.....	Randall.....	Randall and Ambush.	2 eighth and 3 seventh grade.		

MANUAL TRAINING SCHOOLS.

Miss M. White.....	} McKinley.....	.....	16 classes.....	193	\$86.35
Miss E. W. Cross..		.....	.....	.....	.....
Mrs. J. McAdoo.....	} Armstrong.....	.....	14 classes.....	293	159.43
Miss Pinyon.....		.....	.....	.....	.....

NIGHT SCHOOLS.

Mrs. M. A. Burns..	Jefferson.....	.....	Children's class.....	.....	\$9.40
Miss McDaniel.....	212 H street.....	.....	Adult's class.....	.....	14.61
Mrs. J. W. Shaw...	Armstrong.....	.....	do.....	.....	25.68
Miss H. Johnson...	Stevens.....	.....	do.....	.....	14.46
Miss A. Pinyon....	Garnet.....	.....	do.....	.....	21.82
Mrs. J. McAdoo....	Randall.....	.....	Children's class.....	.....	15.86

^a Miss Wilder assisted Miss Freeman 1 day each week.

REPORT OF THE DIRECTOR OF DOMESTIC ART.

SIR: I hereby submit to your attention a report of the work in the department of domestic art in the public schools of this city.

The teachers were called together Monday morning, September 18, 1905, and the first week of the school year was spent by them in preparing the various materials for distribution. This custom has been observed for several years, owing to the fact that the organization of the schools is rarely completed until after the first week, thus making the introduction of any special line of work an impossibility.

Great care and strict economy are exercised, and all property received and sent out is taken into the most minute account.

The actual class work began September 18, 1905, and ended June 15, 1906.

In addition to the director and assistant director the force of sewing teachers for the graded schools numbered 29—20 for the white schools and 9 for the colored schools.

In this department, at the McKinley Manual Training School 3 teachers are employed and at the Armstrong 4, making a total of 38.

In the graded schools the total number of pupils taught was 11,286—7,940 in the white schools and 3,346 in the colored schools.

On account of the growth of schools one extra teacher was appointed for the white schools July 1, 1905—Miss Edna E. Smith.

October 15, 1905, the resignation of Miss Charlotte White, one of our most efficient teachers, was received, and her place was filled by the appointment of Miss Katherine E. Bresnahan.

Several changes occurred in the colored corps.

Miss J. E. Anderson, teacher in the department at the Armstrong School, was promoted to the position of assistant director, to take the place of Miss Carrie E. Syphax, so long identified with the colored sewing schools.

The vacancy thus occasioned in the Armstrong School was filled by the promotion of Miss Eva M. Dean, and her place filled by the appointment of Miss E. B. Lewis. Miss E. F. Wilson was appointed to fill a second vacancy.

Three new sewing rooms for sixth-grade work were added at the beginning of the year—one at Takoma, one at Good Hope, and one at Garfield; this last for the accommodation of the colored pupils. With these new conveniences the work has been greatly facilitated in these sections.

Once a month regular meetings of all the teachers were held. Here the work was discussed by the director and assistant director, who suggested from time to time such minor changes as experience showed to be advisable. Informal discussions among the teachers are held, and as a special feature, class work of the pupils is compared, each teacher being required to bring specimens of such work once a month. This practice has been found to be of great benefit, particularly to new teachers, who in this way receive the advantage of the comment and the larger experience of the others.

Work in sewing is begun in the third grade, when the pupils are given instruction in the most elementary stitches as well as in the history and manufacture of the tools they require.

Short talks, adapted to the age of the pupil, embodying the theory of sewing and the uses to which it is put are given by the teachers.

In the fourth and fifth grades the various forms of sewing learned previously are brought into actual practice in the making of miniature garments. This application of the theory lends an interest and personal element that makes the work more attractive to the child.

Special attention is given to the homely arts of patching and darning, and with excellent results, it being more rare now than some years ago to see a girl in the schoolroom with torn dress or apron.

In the sixth grade the elements of dressmaking are taught. Patterns are drafted from measurements, linings cut, basted, and made into miniature garments, developing in the pupils a certain accuracy and self-reliance as well as bringing into play their constructive faculty. The work stops here for the pupils at a time when they are most interested in it and when to continue might be of the greatest benefit. For those who are able to go on through the manual training schools the break of two years can be bridged over, though this is unsatisfactory, but for a large majority the sixth grade ends the sewing course.

The following is a more specific view of the work of these four grades:

THIRD GRADE.

(First year. Sewing.)

Especial attention is given throughout the course of work to correct position of the body for sewing, holding work properly, use of thimble, and length of thread.

Drills.—(1) Threading needle, (2) making knot, (3) taking stitches, (4) use of thimble, and (5) use of scissors.

Talk on cotton.—(1) Growth, and (2) manufacture.

Lesson 1.—Basting: (a) Even, (b) uneven, and (c) combination. Size of model, 4 inches by 7 inches. Materials: Half-bleached muslin; thread, red and blue, No. 50; needle, No. 7.

Lesson 2.—Running stitch: (a) coarse, and (b) fine. Size of model, 6 inches by 6 inches. Materials: Half-bleached muslin; thread, red and blue, No. 50; needle, No. 8.

Lesson 3.—Back stitching: (a) Whole, and (b) half. Size of model, 4 inches by 7 inches. Materials: Half-bleached muslin; thread, red and blue, No. 50; needle, No. 8.

Lesson 4.—Overcasting: Size of model, 5 inches by $14\frac{1}{2}$ inches. Materials: Checked gingham, afterwards used to make bag; white thread, No. 70; needle, No. 8.

Lesson 5.—Top sewing: Size of model, 4 inches by 6 inches. Materials: Striped gingham; white thread, No. 70; needle, No. 8. Edges of seam to be overcast.

Lesson 6.—Hemming: (a) Hem-turning on paper; (b) hem-turning on cloth; (c) hem basted; (d) hem, sewed. Size of model, 4 inches by 7 inches. Materials: Half-bleached muslin; thread, red and blue, No. 50; thread, white, No. 80; needles, Nos. 8 and 9.

Application.—First. French seam; size of models, 4 inches by 6 inches. Materials: Calico; white thread, No. 60; needle, No. 8.

Second. Bag; size of model, 5 inches by 14 inches. Material: Checked gingham; white thread, Nos. 60 and 80; needles, Nos. 8 and 9.

FOURTH GRADE.

Oral review of third grade work.

Lesson 1.—Making little waist apron: (a) Turning, basting, and sewing hems; (b) plain gathering; (c) sewing gathers to band. Size of models, 6 inches by 8 inches for skirt, $1\frac{1}{2}$ inches by 9 inches for band. Materials: white thread, No. 80; needle, No. 9. Stitches applied: Basting, hemming, running, and top sewing.

Lesson 2.—Drafting and cutting a gored skirt. Size of model, 9 inches by 12 inches. Materials: Striped paper; plain gingham, one-fourth yard; white thread, Nos. 70 and 80; needles, Nos. 8 and 9.

Lesson 3.—Patching (hemmed on). Size of model, 5 inches by 5 inches for large square; 4 inches by 4 inches for small square. Materials: White thread, No. 80; needle, No. 9. Stitches applied: Basting and hemming.

Lesson 4.—French gathering. Size of model, 4 inches by 12 inches. Materials: Plain gingham; white thread, No. 70; needle, No. 8. Stitches applied: Basting, hemming, gathering, and top sewing.

Lesson 5.—Making band, sewing on tapes and buttons. Size of model, 4 inches by 7 inches. Materials: Half-bleached muslin; 9 inches of tape; one 2-hole button; one 4-hole button; white thread, Nos. 40 and 60; needle, No. 8.

Lesson 6.—Skirt placket. Materials: Back width of skirt previously cut; white thread, No. 80; needle, No. 9.

Lesson 7.—Making skirt. Size of model, one-fourth yard. Materials: Plain pink and blue gingham; white thread, Nos. 70 and 80; needles, Nos. 8 and 9. Stitches applied: Basting, running, back-stitching, hemming, overcasting, gathering, and top sewing.

NOTE.—Talks are to be given during the year on the source and manufacture of calico, gingham, tapes, and buttons.

FIFTH GRADE.

Oral review of third and fourth grade work.

Lesson 1.—Felled seams: (a) Straight and (b) bias. Size of models, 4 inches by 6 inches. Materials: Longcloth; white thread, No. 80; needle, No. 9.

Lesson 2.—(a) Drafting pattern for drawers. Size of model, $8\frac{1}{2}$ inches by 10 inches. Material: Paper.

(b) Cutting drawers. Model: Pattern. Material: Longcloth, one-sixth yard; white thread, No. 80; needle No. 9. Model used as busy work during year.

Lesson 3.—Buttonholes: (a) Measuring; (b) cutting; (c) cording; (d) overcasting; (e) working; (f) barring. Size of model $4\frac{1}{2}$ inches by 6 inches. Materials: White thread, No. 50; needle, No. 8.

Lesson 4.—Weaving. Size of model: Weaving card, $2\frac{1}{2}$ inches by $3\frac{1}{2}$ inches. Materials: Germantown wool, tapestry needle.

Lesson 5.—Stocking darning. Size of model, 3 inches by 3 inches. Materials: Stockinet, darning cotton, darning needle.

Lesson 6.—Cloth darning: (a) Straight; (b) bias; (c) Snag. Size of model, 3 inches by 3 inches. Materials: Unbleached muslin for practice; cashmere for application; red and blue thread, No. 60; fine sewing silk; needles, Nos. 8 and 9.

Lesson 7.—Making drawers. Size of model, 12 inches by 18 inches. Materials: Longcloth; white thread, No. 80; needle, No. 9. Stitches applied: Basting, running, hemming, top sewing, gathering, and buttonhole.

Lesson 8.—Hemstitching. Size of model, 6 inches by 9 inches. Materials: India linen; white thread, No. 90; needle, No. 9.

Lesson 9.—Tucking. Use hemstitched model.

SIXTH GRADE.

(Advanced Work.)

Review third, fourth, and fifth grade work. Explanation of dressmaking square.

Lesson 1.—Talk on various modes of cutting and making skirts.

Lesson 2.—Taking measurements for skirts.

Lesson 3.—(a) Drafting model pattern for 5-gored skirt; (b) drafting miniature pattern for 5-gored skirt; (c) cutting patterns.

Lesson 4.—Talk on sources and manufacture of materials used for skirts.

Lesson 5.—Making skirts: (a) Cutting lining and cloth (miniature); (b) sewing stiffening to lining; (c) basting cloth to lining; (d) basting gores together; (e) stitching seams; (f) removing bastings and pressing; (g) finishing seams; (h) facing bottom of skirt; (i) finishing placket; (j) making and sewing on band; (k) sewing on hooks, eyes, and loops. Materials for skirts: Lining, outside material, stiffening, binding or facing, hooks and eyes, tapes.

Lesson 6.—Taking measurements for waist.

Lesson 7.—(a) Drafting model pattern; (b) drafting miniature pattern; (c) cutting patterns.

Lesson 8.—Talk on sources and manufacture of materials used for waists.

Lesson 9.—Making waist: (a) Cutting lining and cloth (miniature); (b) basting lining to cloth; (c) basting parts together; (d) stitching seams; (e) removing bastings and pressing; (f) trimming seams and binding; (g) sewing on whalebone casings; (h) inserting whalebones; (i) sewing on hooks and eyes; (j) facing front and lower edge; (k) finishing neck and arm's eye. Materials used: Silesia, gingham, hooks and eyes, whalebone casing, whalebones, binding ribbon, basting and gray thread, sewing silk, manila paper, tape measures, and Perfection tailor system.

Busy work.—Making of caps, sleeves, and aprons to be used in cooking classes.

Each pupil is required to have a blank book, in which notes are kept on various lessons during the year.

MANUAL TRAINING.

The lapse of two years between the sixth grade and the manual-training schools necessitates a form of review before entering pupils upon the more complicated courses of the advanced school.

This review is followed by instruction in the use and care of the various sewing machines, after which underclothing is drafted, cut, and

made. The facility gained by working on these simpler garments, as well as the matter of becoming acquainted with the different machines, is a great help to the pupil in advancing to the more intricate work of the following years.

In the second year the making of shirt waists is the principal occupation, and while undue stress is not placed upon mere ornamentation at the expense of more fundamental things, the pupils are encouraged to use their own artistic ideas and original designs.

A certain amount of attention is given to handwork during these two years, for the purpose of instilling some idea of the value of daintiness and fine stitching for its own sake. The last two years are occupied with the fashioning of dresses and suits of a more elaborate nature. Suits of wash material are made, as well as cloth skirts and tailored dresses. The millinery courses begun in the second year have always been a source of great satisfaction and benefit. Decided proficiency has been obtained in the production of artistic and well-constructed hats.

Considerable difficulty has been experienced in the work owing to the over-crowded conditions at the McKinley School, especially where the work of the department in all its branches has to be carried on in one room, thus affording small opportunity for class instruction.

At the Armstrong School the conditions are better, but still too crowded for the best efforts of the teachers and pupils.

In spite of this unfortunate condition there is every reason to consider that the training given to so many girls along these lines is in all respects broadening and beneficial.

The exhibition of the work of the sewing department, which was a part of the general exhibition held in connection with the centennial celebration of the schools during the past winter, was an evidence of the progress made and the interest felt by all the pupils.

These courses are not arranged with the idea of providing girls with a trade, but are calculated to add to the general culture and domestic usefulness of those enjoying the advantage of them. However, as has been demonstrated in many cases, girls having had this training have been enabled to make the most practical use of it in the way of earning a livelihood.

In closing this report I should like to commend the faithfulness and zeal of the teachers under my supervision, and to express my thanks to my superior officers, who have given me help and encouragement.

I append a statistical report of the work.

Very respectfully,

MARGARET W. CATE, *Director.*

Mr. A. T. STUART,

Superintendent of Schools.

First nine divisions.—Third, fourth, and fifth grades.

PLAIN SEWING.

Name of teacher.	Where teaching.	Number of pupils.	Number of classes.
M. C. Henry.....	Adams, Force, Berret, Dennison, Harrison, and Seaton.....	468	22
C. L. Stanton.....	Jackson, Fillmore, Corcoran, Curtis, Addison, Threlkeld, and Tenleytown.	541	24
Kate Graham.....	Jefferson, Amidon, Smallwood, Greenleaf, Bowen, Bradley, and Potomac.	551	24
C. Dodson.....	Weightman, Toner, Grant, Webb, Pierce, Wheatley, and Jefferson.	542	24
M. E. Littell.....	Phelps, Webster, Cranch, Tyler, Buchanan, Edmonds, and Maury.	531	23
Lora White.....	Emery, Eckington, Woodburn, Brookland, Hayes, Blair, and Blow.	485	23
J. White.....	Monroe, Peabody, Morgan, Chevy Chase, Johnson, Hubbard, and Ross.	525	23
M. G. Gregory.....	Wallach, Towers, Edmonds, Carbery, Reservoir, Benning, Kenilworth, Toner, and Grant.	486	24
A. B. Conway.....	Gales, Blake, Langdon, Henry, Takoma, Petworth, Brightwood, and Abbot.	439	22
E. E. Smith ^a	Brent, Van Buren, Van Buren Annex, Dent, McCormick, Lenox, and Congress Heights.	508	22
K. E. Bresnahan ^a	Stanton, Madison, Hamilton, Taylor, Ludlow, Buchanan, Corcoran, Orr, Thomson, and Wallach.	379	19
M. V. Conboye ^a	Twining, Abbot, Franklin, and Hilton.....	333	14
A. S. Medford ^a	Gage, Henry, and Morse.....	307	14
R. E. Wilson ^a	Blair and Taylor.....	37	2
Total.....		6,132	280
Average number of pupils per class.		21.90	.....

^a Teaches cutting and fitting also.*Tenth, eleventh, twelfth, and thirteenth divisions.—Third, fourth, and fifth grades.*

PLAIN SEWING.

Name of teacher.	Where teaching.	Number of pupils.	Number of classes.
A. W. Savoy.....	Garnet, Giddings, Lincoln, Bowen, Lovejoy, and Reno.....	434	22
E. N. Brown.....	Stevens, Sumner, Montgomery, Wormley, Garrison, Orphans' Home, and Garfield.	376	21
A. D. Jones.....	Cook, Simmons, Jones, Magruder Phillips, and Mott.....	441	23
L. S. Williams.....	Langston, Patterson, Douglas, Jones, Syphax, Logan, Randall, and Ivy City.	481	23
E. B. Lewis.....	Bruce, Military Road, Langston, Slater, Banneker, Ambush, Wormley, Payne, Bell, and Little Falls.	396	21
E. F. Wilson.....	Stevens, Bell, Benning, Burrville, Birney, Ambush, and Wilson.	399	22
M. G. Lewis ^a	Briggs and Miner.....	104	4
M. E. Griffin ^a	Lincoln.....	75	4
Total.....		2,706	140
Average number of pupils per class.		19.32	.....

^a Teaches cutting and fitting also.

First nine divisions.—Sixth grade sewing classes.

CUTTING AND FITTING.

Name of teacher.	Location of sewing room.	Pupils received from—	Number of pupils.	Number of classes.
A. M. Wells ^a	Dennison.....	Franklin, Thomson, Force, Adams, Berret, Dennison, Harrison, Morgan, and Phelps.	220	14
S. C. Bartholow.....	607 O street.....	Henry, Polk, Morse, Abbot, and Twining.	118	7
Do.....	212 H street.....	Seaton, Webster, Langdon, Gales, and Blake.	137	8
S. M. Davidson.....	Peabody.....	Peabody, Hilton, Carbery, Maury, and Edmonds.	145	9
Do.....	Johnson Annex.....	Johnson, Hubbard, Ross, and Monroe....	89	5
E. R. Thornton.....	B. B. French.....	Wallach, Towers, Brent, Dent, Lenox, Buchanan, Cranch, and Tyler.	239	14
A. L. Norris.....	494 Maryland avenue SW.	Jefferson, Amidon, Smallwood, Greenleaf, Bradley, and Bowen.	185	11
Do.....	212 H street NW..	Arthur.....	20	2
R. E. Wilson ^a	Eighth and I streets NE.	Hayes, Blair, Ludlow, Taylor, Madison Pierce, Wheatley, Webb, Hamilton, Benning, and Kenilworth.	230	14
G. Cassin.....	730 Twenty-fourth street.	Weightman, Grant, Toner, and Corcoran.	96	6
Do.....	Thirty-second and S streets.	Fillmore, Jackson, Curtis, and Addison..	100	7
Do.....	Tenleytown Annex.	Tenleytown.....	20	2
A. S. Medford ^a	Brightwood.....	Petworth and Brightwood.....	30	2
Do.....	Takoma.....	Takoma.....	18	1
Do.....	Van Buren Annex	Van Buren and Orr.....	36	3
M. V. Conboye ^a	Emery.....	Emery, Eckington, and Gage.....	77	4
Do.....	Brookland.....	Brookland.....	23	2
E. E. Smith ^a	Congress Heights.	Congress Heights.....	18	1
K. E. Bresnahan ^a	Good Hope.....	Stanton.....	7	1
Total.....			1,808	113
Average number per class.			16	

^a Teaches classes in plain sewing also.*Tenth, eleventh, twelfth, and thirteenth divisions.—Sixth grade sewing classes.*

CUTTING AND FITTING.

Name of teacher.	Location of sewing room.	Pupils received from—	Number of pupils.	Number of classes.
M. E. Griffin ^a	Lincoln.....	Lincoln, Ambush, Syphax, Giddings, Bowen, Randall, Logan, Lovejoy, and Bell.	179	10
Do.....	Hillsdale.....	Birney.....	19	2
A. Alexander.....	Bruce.....	Mott, Wilson, Military Road, and Bruce..	47	3
Do.....	Langston.....	Garnet, Patterson, Slater, Cook, Garrison, Jones, Banneker, and Langston.	201	12
M. G. Lewis.....	Stevens.....	Stevens, Montgomery, Phillips, Sumner, Briggs, Magruder, and Wormley.	188	12
E. N. Brown.....	Garfield.....	Garfield.....	6	1
Total.....			640	40
Average number of pupils per class.			16	

^a Teaches classes in plain sewing also.

REPORT OF THE DIRECTOR OF PHYSICAL TRAINING.

SIR: For a comprehensive review of the aims, efforts, methods, and results of physical training in our public schools, I beg to call your attention to my report of last year, which covered fully all which has been accomplished in the sixteen years since the introduction of physical training under the supervision of the present director.

CENTENNIAL EXHIBITION.

The year 1905 being the centennial year of the Washington public schools, the physical-training department, in connection with the general celebration, gave an exhibition of the work in the gymnasium of the Business High School.

On two evenings entire classes, under the direction of their special teachers, gave an exhibition of their daily exercises, representing all grades of work. In order to show the audience in one evening the progression in the course, alternating grades were exhibited each night. On the first evening little ones in the first grade showed their games and imaginative exercises; a third grade, their jolly free gymnastics; a fifth grade, the fancy steps with combined gymnastic movements, and a seventh grade, the exercises with wands. On the second evening the program consisted of bean-bag exercises by the second-grade children, simple gymnastics by a fourth grade, fancy steps and more difficult exercises by a sixth grade, and a dumbbell drill by an eighth grade.

The permanent exhibition consisted of photographs of children exercising, an outline of the work showing progression from the lowest grade to the highest, including a year's set of printed lesson sheets such as are given to the teacher, light apparatus in use in the schools, and a series of rough drawings such as are quickly made on the black-board by the special teacher to illustrate exercises.

SCHOOL RECESS.

Instead of doing away with an institution which offers the very best opportunity for rest and recreation, the encouragement of plays and games, with the supervision of a teacher, solves the problem of the best use of the school recess. Here is the opportunity for outdoor play, which means fresh air, spontaneous activity, the exercise of large groups of muscles, and the reflex effect on the mind and body of joy

and happiness, all of which can not be obtained if the children aimlessly wander about or remain in the schoolroom.

No greater opportunity can be secured by the teacher to use her influence in the matter of relations of children to each other. The habits of courtesy, kindness, fairness, and justice are desirable qualities, the opportunity for the practice of which frequently occurs in the plays and games of recess. There the teacher is able to get an intimate knowledge of the child and exert an influence for good, the opportunity for which is not so great in the schoolroom. It is surprising yet true, and frequently found in the experience of playground workers, that certain children need to be encouraged to play. This may be due to physical inertia or shyness. The presence of a teacher to direct the plays and games can not be too strongly urged. It is the testimony of those who have made a study of the play of children at recess that they prefer to have a teacher present. A wise teacher can suggest and direct the play without interfering with its spontaneity.

RECESS PLAYS.

Much has been done to encourage play at recess. In the spring of last year a short talk was given to all classes, in which certain old plays were suggested and other new ones taught. It is our desire to have the plays and games of the recess supplement the all-round body training which is obtained by the gymnastics of the schoolroom.

Last year out of the playground appropriation large balls were bought and distributed to a few school buildings. There is not a school but what could make good use of two leather balls as property of the school. With such a ball numerous games can be played which are highly desirable in that they are such that many can play at one time and without other paraphernalia. Special games using these balls were taught to the schools fortunate enough to receive them. It is recommended that all playgrounds be thus supplied, making a start toward material for other games. Whenever these are obtained the special teacher is ready to teach the appropriate games.

It would seem advisable to increase the number of playgrounds in which a certain amount of portable apparatus may be used as soon as money for such purpose is available. The principals of buildings would be glad to take the responsibility of a certain amount of material with which to play, such as footballs, ropes, bean bags, seesaw, quoits, bean board, etc.

We have 12 school playgrounds which are used during the summer as neighborhood playgrounds. These are now supplied with a certain amount of permanent apparatus. Last year this was removed

after the opening of school, owing to the lack of a responsible care taker. It would seem that during the many delightful days of the fall and spring all children attending schools having these large playgrounds should have the opportunity to make use of the apparatus belonging to the ground. This would be possible if some teacher were present to look after the children in their play and take care of the apparatus.

ADJUSTABLE SEATS AND DESKS.

We are fortunate in having fully one-half of all the school seats and desks such as can be raised or lowered to fit the pupil, which from a hygienic standpoint is most essential. The teachers as a whole have appreciated the value of such furniture and the importance of seeing that each pupil is measured and his seat and desk adjusted to him.

It sometimes happens through thoughtlessness on the part of the teacher that advantage is not taken of this adjustability in the case of a pupil whose seat has been changed. In order to guard against this, at the beginning of the year I wrote a letter to each supervising principal calling his attention to the matter and urging that so far as possible he give the matter his personal attention. More than this, at the head of each lesson sheet of the year the following was printed:

Seating.—Since it is injurious for pupils to sit in cramped positions in seats which are too small, or to sit in seats so large that their feet do not touch the floor, the teacher should see to it that each seat and desk is adjusted to the size of the pupil occupying it. To do this properly, each child should be measured by the measuring rod accompanying the adjustable furniture. If the furniture is nonadjustable, the pupils should be fitted as nearly as possible and footstools used when necessary.

POSTURE.

Bad habits of posture in school children affecting their health and physique, giving rise to spinal curvature, are so common that everything within our power has been done to obviate them. Having secured the adjustable seat and desk, one great cause has been eliminated. Bad positions are frequently due to the fatigue of long sitting, being an effort on the part of the child to change his position. As a relief from this, gymnastics become corrective in a general way.

To aid the teacher in securing good positions during penmanship, a lesson and drill on good position while writing was given in every grade from the first through the sixth.

Added to these preventive measures, exercises are chosen having for their purpose the stretching of the shoulder muscles to counteract the effect of much leaning over a desk and having a corrective effect upon the form of the shoulder region.

RECORD OF TEACHERS' WORK.

In a large city school system the daily work of physical training must of necessity be done by the daily class teacher. The test of the quality of the work as a whole is not what the special teacher can do with a school, but rather what the regular teacher does each day with her class. Fully appreciating this fact, it is the aim of the special teacher not only to teach the pupils, but also to teach the teacher how to carry on the work. Herein lies the supervisory character of the work.

The methods which the special teacher employs are the presentation of a model lesson to the class for the observation of the teacher, a printed lesson sheet left with the teacher describing the exercises so that there is no doubt as to what is to be done, and a review of this lesson shown at the next visit, so that suggestions can be made for improving it. A teacher who is fair or poor is reported to the director, who gives a supplementary visit. In this way each teacher is held up to the best, with the result that as a whole the work is remarkably good, as shown by the following record. Out of a total of 1,031 schools taught, 642 were excellent, 290 were good, 89 were fair, and 10 poor.

Respectfully submitted.

REBECCA STONEROAD, *Director.*

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF THE DIRECTOR OF KINDERGARTENS.

SIR: Several important changes marked the progress of the work in the kindergarten department during the year just closed, notably the introduction of kindergarten training as an elective course in normal schools Nos. 1 and 2, and the appointment of an assistant to the kindergarten director to supervise the work of the colored kindergartens.

For several years the chairman of the kindergarten committee desired to add this branch of training to the normal course, for the training of our own kindergartens insures a general standard of preparation and a supply of well-trained teachers to meet the increasing demand.

The schools were especially fortunate in securing for the introduction of this new work the services of Miss Grace Fulmer, a young woman of superior ability and wide experience and culture. Although Miss Fulmer resigned at the close of the school year to accept a position of wider usefulness at Columbia University, New York, the influence of her winning personality and of the lofty ideals which she upheld will ever be gratefully acknowledged by her students and coworkers.

Owing to the limited space at the disposal of Normal School No. 1, the kindergarten training was housed outside of the Franklin in a large comfortable house at 1017 Twelfth street NW. This house became the kindergarten headquarters; the entire lower floor was occupied by a practice kindergarten attached to the normal school, the second floor was devoted to the students for class-room purposes, and the office of the director was on the third floor.

The kindergarten normal for colored students was accommodated in the Miner School, where the principal of Normal School No. 2 very kindly made room for a practice kindergarten also. This kindergarten made one of the two new colored kindergartens opened, and was placed in charge of a kindergartner who had demonstrated her ability by several years of service in the public work. Miss Charlotte Hunter was appointed by the board to take charge of the training work, and her success with the students demonstrated the wisdom of their choice. Miss Hunter came into the normal school from the M Street High School, but she had previously been connected with kindergarten work in this city, having taught a class of young women and voluntarily directed the work of the colored kindergarten for two years.

The appointment of Miss Grace Campbell as assistant director was a tribute to the good work done by the colored teachers, as she was selected from among a corps of kindergartners who had been longest in the service. Almost all of the classes for colored kindergartens were held during the past year by Miss Campbell, the director keeping in close touch with the work by conferring with her frequently and by occasionally meeting the kindergartners in regular class work.

The regular program classes for all the white kindergartens were held at the Franklin School once a month. Both principals and assistants attended this class until the latter part of the year, when the director formed a special class for the assistants alone where more individual help could be given.

This program is not a set of mechanical exercises imposed from without, but suggestions based upon tried and approved principles, to be used by each kindergartner with intelligence and freedom. In addition to the program class there was a class in story-telling which met monthly in different divisions. The topics were assigned by the director, and each division in turn conducted the necessary research for new stories and prepared lists of the best ones discussed, distributing the same to each kindergartner at the regular meetings. Very creditable work was done in this way by the teachers, and the result is a list of available stories culled from many different sources to supplement the old ones. The stories were told in class, the qualities which characterize good stories and good story-telling discussed, while the social side, which was introduced occasionally at the close of the meetings, drew the kindergartners together as friends as well as coworkers.

EXHIBIT.

This youngest branch of our great public school system shared in the centennial exhibition of work which was held at the Business High School the latter part of December.

One large room was arranged as much like a kindergarten as the conditions permitted, the small chairs and tables being removed from one of the kindergartens for this purpose. The occupation work of the children was carefully arranged on charts, which covered the entire blackboard space around the room, while the construction work was displayed on a large Christmas tree which reached to the ceiling in one corner.

This proved a center of attraction for both children and adults, as it was so near the Christmas season. The regular work with the gifts, such as the children do daily in our kindergartens, was shown on the long kindergarten tables, and was a revelation to many of the visitors. The arrangement of the occupation work, with a view to similarity of kind and harmony of colors, presented a very pleasing

effect, and the skill of the little workers was a genuine surprise to all who were not familiar with kindergarten training.

The work done by the children in the colored kindergartens was carefully and tastefully arranged under Miss Campbell's supervision, and occupied one room of the exhibit at the M Street High School. There was also a Christmas tree covered with children's work which delighted both young and old, and the charts showed all the occupations known as the "Froebelian schools of work," together with very creditable free cutting and painting.

As in the kindergarten work and play are the twin developers of childhood, so this exhibit of united work at the opening of the school year was followed at its close by a true Froebelian festival of united play. This "Spielfest," or play festival, took place on the morning of June 6, when the beautiful and spacious grounds of the National Museum were thrown open to the children in our public kindergarten. No invitations were sent out except to school officials, as the festival was arranged primarily for the children, that each might feel that the smaller whole to which he belonged was a part of a larger whole, thus making the kindergarten a "prototype of human society."

The troops of little children, all under 6 years of age, advancing from every direction between the trees, was a memorable sight. Such happy faces, such dancing feet, anticipating with delight the numbers who were to share their games! The great trees seemed to make a natural boundary for the immense circle which was further outlined by large American flags placed at regular intervals to mark the circumference.

Under a group of trees in the center of the circle was seated a detachment of the Marine Band, 35 in number, who played with evident pleasure and kindly interest the simple melodies for many hundred "little citizens."

When the grand march struck up the children advanced by twos, keeping time to its inspiring rhythm, marching from the north to the south side of the circle, then divided by kindergartens until the immense ring was formed.

Children from widely differing stations of life and differing degrees of social culture were here united in play, one thought, one idea animating the whole. Such experiences are built up into the lives of children, forming healthy centers of thought and feeling to which later culture and development, both of intellect and of character, may be related.

At the conclusion of the games a march was played, during which the children massed in front of the band for the songs. The singing was led by the director of kindergarten music, and many bright songs of spring were sung with spirit and enthusiasm. During the songs the large flags which had outlined the circle were collected, and when

the concluding number, "America," was sung, one large silken banner floated over each kindergarten. To a bright medley of patriotic airs each kindergartner led her children from the grounds.

To quote from Froebel's own description of a similar festival held in 1850 in the part of the castle of Altenstein, "It was indeed a festival of union with nature, man, and God. God's blessing rests on such a day."

The children in our colored kindergartens celebrated their play festival on the grounds of Howard University. It was a beautiful morning in the latter part of May, and a little after 10 o'clock the campus was alive with a crowd of happy children. The music was led by Miss James, assisted by a portion of the University Band, which had been engaged by the teachers at their own expense. After the opening songs the children marched and countermarched across the wide lawn, forming finally into one large circle for the games. The program for the festival was arranged by the assistant director, who was ably assisted by her corps of kindergarteners.

In closing this report, I desire to thank the superintendent and the members of the board of education for their ever-ready help and their kindly interest in our branch of the school work. Such support and encouragement is an incentive to effort and is gratefully acknowledged by the director in the name of the kindergarten department.

Very respectfully,

CATHERINE R. WATKINS,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF THE PRINCIPAL OF NORMAL SCHOOL NO. 1.

SIR: The following report for Normal School No. 1 for the year ending June 30, 1906, is respectfully submitted for your consideration:

Number of pupils enrolled:

General course.....	108
Kindergarten course.....	22

Total.....	130
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Number of graduates:

General course.....	49
Kindergarten course.....	8

Total.....	57
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Number of teachers (not including principal):

General course—	
Training (methods).....	3
Practice.....	6

Kindergarten course—	
Training.....	1
Practice.....	2

Total.....	12
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The school has been unusually prosperous during this year, having a larger enrollment than ever before and of students of exceptional mental ability and aptitude for teaching. In spite, therefore, of the crowded conditions under which it has worked it has had a successful session and sends out to become teachers in the public schools a class in whom the faculty feel much confidence.

The school asks congratulations not only for its year of prosperity and development, but also for the promise for its future welfare in the District appropriation act of 1906. This authorized the purchase of the lot of land on Harvard street extending from Eleventh to Thirteenth to be the site of a normal school building. Now that the land is owned, we feel confident that a building will soon be erected, and of such size and adaptability for the needs of the school as to be for the future as well as for the present. The urgent necessity for new quarters may be briefly stated as follows:

The work of the normal school is to train teachers for the District of Columbia.

The school numbers 130 students in training and a practice department of 500 children.

During the thirty-three years of its existence it has never had a building of its own. It has occupied all these years rooms unsuitable and insufficient, in the Franklin School building, at times adding equally unsuitable rooms in other buildings.

At present the main body of the school occupies the assembly hall on the third floor of the Franklin building. It has for the recitations of normal classes, besides this hall, only two small rooms, one an attic, used by seven instructors. On one day of the week two sections are forced to recite in a room at the same time.

The kindergarten department of the school occupies a rented house in the neighborhood, for which high rent is being paid.

Eight of the twelve grade practice schools are in the Franklin, while the other four are in the Seaton School, ten blocks away.

The school is therefore in three separate parts.

Twice a week, on account of lack of proper school accommodations, classes travel all the way to the Agricultural grounds for lessons in nature work and school gardening.

Present conditions make the work of the school most difficult for teachers and students. It is the highest and the most important school in the District, but no school in the District is housed in so unsatisfactory a manner.

The general plan of the school did not change materially during the year, but its scope was extended to include a kindergarten training department, such heretofore having had no place in the public schools. This department, created at the beginning of the school year, was located in a building rented for that purpose, 1017 Twelfth street, and placed under the direction of Miss Grace Fulmer, a kindergartner of unusual character, ability, and experience. The senior class of 8 students from the Hearst school, recently closed, were admitted to the normal school as its senior class, and 14 students admitted through special examination to form its junior class. On account of the distance from the main body of the school the kindergarten students were not able to join the general normal classes, but had separate instruction in all subjects. The kindergarten spirit was not felt throughout the entire school as it should have been and as it will be when all students and teachers are together under one roof. Notwithstanding this loss by separation, however, the first year of kindergarten normal instruction was successful and inspiring. We regret the loss to the school by the resignation of Miss Fulmer at the end of the year, and our confidence and best wishes go with her into her new field of labor.

It is our good fortune to report no changes in the personnel of the general teaching corps, the school possessing teachers of high attainments and clear insight into the peculiar phases of normal school instruction. The problem of the practice teacher, to lead the children through the practice student—she herself being the hidden source—is one of extreme subtlety; but I feel not overconfident when I state that the children in our practice schools suffer no loss by being connected with us and instructed by the well-poised, cultured young ladies coming from the Washington high schools. Friends of the normal school, some of them school officials, claim for the practice school teaching and influence even higher excellence than the faculty are willing to affirm, for they see, on account of the number of expert instructors ready to plan and advise, and the number of willing and ambitious students ready to assist those children who are not quite in harmony with the majority, advantages for the little ones committed

to our care beyond those given in the average school with its one teacher of varying strength and somewhat fixed ability. The practice rooms in the Franklin were crowded during the year, although the division line was drawn more carefully than usual.

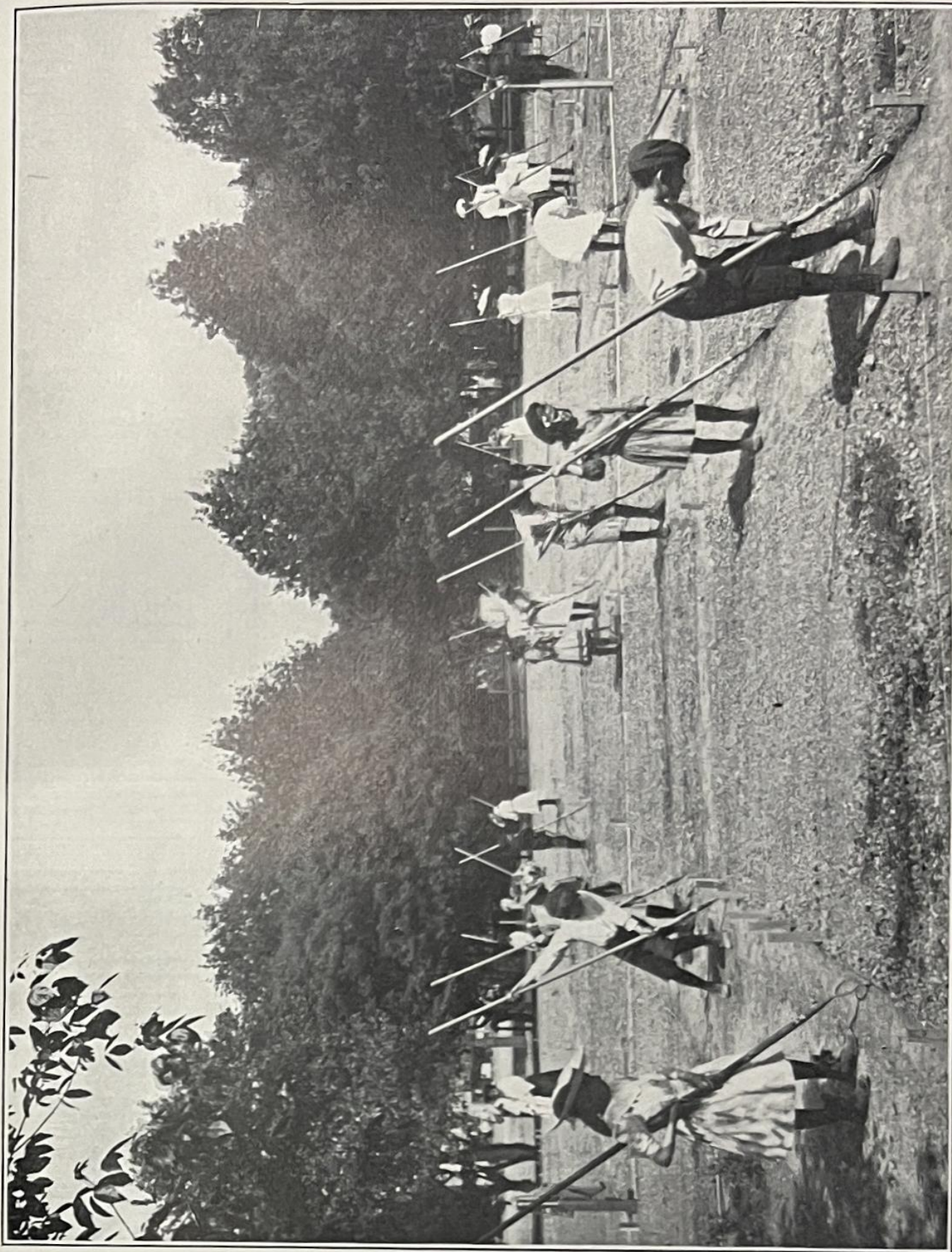
The supply of and demand for grade teachers in Washington has so materially changed since the establishment of the school thirty years ago that I recommend a change in the rules for admission to the normal school. Graduates from the normal course of our own high schools should be admitted without special examination, but in numbers so limited by high school authorities as to neither uselessly overtax the normal school by a number of students far beyond the need of the city for teachers nor by students of such pronounced unfitness for the profession as to make a normal school experience wasteful to them in preparing for their life work. I also advise the admission through examination each year of high school graduates from other cities. Any high school graduate of certified character upon coming to Washington to live should be allowed the privilege of becoming a teacher in the city, if showing through examination her ability to enter upon the normal school course of training. The examination given such students should be open also to our own high school graduates from any course and of any year, no student being debarred from entrance because she did not decide at one particular time during her high school course that teaching was to be her profession.

I thank you and the Board of Education for your uniform kindness and consideration.

Very respectfully,

ANNE M. GODING,
Principal.

Mr. A. T. STUART,
Superintendent of Schools.



DEFINING PLOT BOUNDARIES—FOURTH GRADE.
Grounds of the Department of Agriculture.

REPORT ON SCHOOL GARDENING.

NORMAL SCHOOL NO. 1.

SIR: By the continuance of the past favors of the Department of Agriculture, the work in practical plant culture has been conducted, as stated in the last report, in both first and second year classes, with the addition of both classes in the kindergarten course. Agriculture through the Laboratory and School Garden, by Jackson and Dougherty, has been adopted as a text-book.

The success of the greenhouse reflects much credit upon the students of the Normal School. Plants do not take vacations. They require regular attention. Slight neglect may destroy the work of many months. The greenhouse is a mile from the school. There is no money at the school's command to employ labor. The officials of the Department of Agriculture furnish facilities for the work, but rightly consider help should end there. This greenhouse therefore, does not stand for work begun by the students and brought to a successful issue by an experienced gardener. For its success or failure the school is responsible. The thousands of bedding plants, vines, shrubs, ferns and bulbous plants sent to the graded schools, forming the main source of supply for school-ground decoration, testify to its success.

One of the interesting features of the centennial exhibition held at the Business High School in December was the exhibit of plant life by the Normal School. The winter season is the most difficult one to illustrate such work. The exhibit was planned to aid teachers in developing the work in the class room by means of simple experiments. These illustrated germination, the effect of water and fertilizers on different soils, the laws of plant growth, etc. Much space was devoted to methods of correlating the schoolroom studies and the garden. A portion of this exhibit was sent by the Department of Agriculture to the Chicago Municipal Museum at the request of its curator. It was later displayed at the Chicago Normal School and in Milwaukee.

Owing to the earnest efforts of the teachers, every building, with the exception of three that have no grounds, had a garden last spring. A few schools still need the help of the District authorities in grading and sodding, notably the Gage and Brookland schools. The school authorities have been most generous with soil, but this is the only

help that has come from public funds. An appropriation from Congress to continue this work would put it upon a permanent basis that it otherwise can never have. The Board of Education granted the teachers the right to ask for a voluntary contribution of bulbs from the children. To obtain an harmonious scheme it was deemed advisable to ask the children to contribute 1 cent instead of a bulb. Where the spirit of the movement has been caught by the principal of the building, each room is given a portion of the garden and each child plants its own bulb. In the hands of the teachers who realize the morally educational value of this work by impressing upon the plastic mind of the child the rights pertaining to ownership, vandalism in many quarters has been stopped.

The teachers of Washington deserve high commendation for what has been accomplished. To a large majority of them the subject is new. It requires physical effort that one confined to a schoolroom all day finds exceedingly exhausting. To aid teachers a pamphlet of simple instruction was sent out in the spring; a lecture was delivered at the Central High School and at the M Street High School on the progress of the work in this city and elsewhere; the librarian of the public library published a leaflet for free distribution, containing a list of books to be found in the library on subjects relating to gardens.

Teachers must, however, realize that the planting of the garden is but the first step. As they become more familiar with the purposes of the garden, they will realize its value in nature study and in manual training. The sewing periods of the girls in the third, fourth, fifth and sixth grades can be used by the boys, under the direction of the grade teacher, for gardening.

There yet remained to be evolved a scheme whereby the gardens may have systematic care in summer. Few janitors at present make the surroundings of their building a matter of pride. Many of them need to be taught that a weedy lawn in need of mowing and a garden overgrown with weeds show neglect of duty.

HOME GARDENS.

To further interest in the common things of life, to promote civic pride and to strengthen the tie between school and home, children's home gardens have been a strong feature of the work. Following the example of the school board of Cleveland, Ohio, the board of this city has allowed the children to purchase seeds at 1 cent a package for home planting. These seeds have furnished the flowers for the fall exhibits. These flower shows are of value in promoting an interest in plant life, but should be limited to plants grown by the children.

Lack of land connected with the Franklin School, necessitates home gardens for the students of the Normal School. These serve as laboratories for the student teacher. The teacher in charge has



A GARDEN LESSON DURING VACATION—SECOND GRADE.

visited these gardens, and while it has required much time to cover practically the District of Columbia, it has been time well spent from other points of view than gardening.

THE CHILDREN'S GARDEN, DEPARTMENT OF AGRICULTURE.

In February the Board of Education accepted an offer of $2\frac{1}{2}$ acres of land from the Secretary of Agriculture. This land is located at the northern entrance of the park surrounding the Department buildings, extending along B street north from Twelfth to Thirteenth streets. A later offer was made of 1 acre on the Flats, and was accepted by the board for the use of the colored schools.

The Department plowed, harrowed, and fertilized the land; laid an excellent water system; built a tool house and toilet; furnished stakes, twine, and seeds for the individual plots. The contingent fund of the schools provided tools. The work was hindered by the lack of money to employ regular labor. In a garden of such size there is much work too heavy for teachers and children. Some aid was given by the Department. A small amount from the contingent and a donation from an interested citizen did not furnish a sufficient sum to pay for all the labor needed.

These offers of land were meant primarily for the normal schools to use as demonstration grounds. It was, however, considered best by those in authority to give the graded schools in the vicinity the privilege of using the land. The fourth and fifth grades of the Jefferson School, the fourth and the boys of the sixth grade of the Bradley, and the second and fifth of the Franklin were selected by the supervising principals. The teachers accompanied their classes. They skillfully and profitably related the garden work to arithmetic, spelling, geography and art work. It is their unanimous opinion that this work did not interfere with their regular work, but was an invaluable aid, owing to its popularity with the children. The boys of the sixth grade did the gardening as a form of manual training, while the girls were at cutting and fitting school.

The work began in March in the schoolroom with a series of simple experiments designed to make the children work intelligently outdoors. During the Easter vacation volunteers from the schools selected potted 1,200 seedling tomato plants for use by the classes later.

The first class reported April 28. From that time until the close of school each school reported one afternoon a week. Two hundred and twenty children were assigned to plots varying in size according to the grade. The second grade plots were 5 by 6 feet, the sixth grade 10 by 20 feet.

To keep up the interest it is necessary to plant crops that mature in succession, so that each week there will be something for the

gardener to take home. Three weeks from the planting radishes matured. From that time until the 13th of October there was a steady harvest from the small plots.

The story of the spring and summer work is one of constant struggle against unusual weather conditions. The first three weeks of May—the planting season—was exceptionally dry, no rain falling when needed. In this latitude the 10th of May is the gardener's date for outdoor planting, as danger of frost is past. The children set out 1,200 tomato plants that day. A killing frost that night blackened over half of them. Twenty-six days of June were rainy days or days too wet to work. Arrangements were made for an inspection of the garden by the public, but both times severe storms interrupted. At the close of school the garden was organized as a vacation school with a volunteer teaching force. Classes were held four days a week from 8.30 to 11. The daily programme included work on the individual plots and lessons on special crops. The common grains, wheat, rye, oats, barley, corn, fiber plants, cotton, flax, and hemp, and some common local products, peanuts, tobacco, cabbage, potatoes, cowpeas, had been planted with the especial purpose of using them as a basis of commercial geography. As these crops matured lessons were given on the cultural methods practiced on large areas, harvesting, transportation, and their economic importance to man.

Rain interfered seriously with the summer work. According to official reports of the Weather Bureau, more rain fell in August than has ever been recorded for that month during the thirty-six years of the existence of records. By using the tool house and the greenhouse it was possible to keep the classes intact during the wet days. The children were taught to propagate plants by cuttings, to mix soil for potted plants, methods of potting, vitality tests for seeds, etc.

In spite of these difficulties the harvest approximately amounts to 25 bushels of tomatoes, 5,600 radishes, 6,000 heads of lettuce, 646 onions, 1,200 beets, 357 quarts of string beans, 50 quarts of lima beans, small quantities of corn, cucumbers, cabbage, potatoes, and large quantities of flowers. If the land had been underdrained these figures would easily have been tripled, but fully one-half of the land had to be abandoned before the close of the season on account of standing water.

Money value can not be placed upon the benefits the children have received. Systematic work has been done by them during vacation. It has been a work full of interest and pleasure, a healthful work of activity. They have acquired a knowledge of plants, trees, insects, toads, worms, and birds, first hand. One of the most difficult lessons to teach and for children to learn is that there is some work



CULTIVATING PLOT DURING VACATION—FOURTH GRADE.



A YOUNG GARDENER AND HER PLOT—FOURTH GRADE.
Grounds of the Department of Agriculture.

necessary for the good of the community. In the weeding and culturing special plots and in cleaning paths good citizenship is taught.

A section of the garden was set aside to illustrate a model rural school garden. This was planned by the Assistant Secretary of Agriculture, W. M. Hays. A detailed account of this will be made the subject of a Government report.

The schools of the District appreciate the privileges extended to them by the Department of Agriculture, and especially the interest shown by Dr. B. T. Galloway, Chief of the Bureau of Plant Industry. Without the sincere interest shown by the superintendent of schools, and the encouragement given by the board of education, it would not have been possible to carry the work to the degree of success that it has reached.

Respectfully submitted.

SUSAN B. SIPE.

Mr. A. T. STUART, *Superintendent of Schools.*

REPORT OF THE PRINCIPAL OF NORMAL SCHOOL NO. 2.

Whole enrollment:

Males.....	13
Females.....	59
Total.....	72
Withdrawn during year.....	2
Seats forfeited during year.....	17
Reentries during year.....	15
Graduated during year.....	25
Left on roll at close.....	43
Taking kindergarten course.....	10
Average number on roll.....	71
Number in daily attendance.....	69
Per cent of attendance.....	97.7
Number of cases of tardiness.....	14
Average age of pupils.....	19.1

Summary of training schools, ending June 20, 1906.

Number of names brought forward from the roll of the last school year.....	172
Admissions.....	324
Reentries during the year.....	124
Whole number of pupils on the roll during the year.....	372
Transferred during the year.....	175
Actual number on the roll.....	197
Withdrawn during the year.....	30
Seats forfeited during the year.....	142
Pupils dismissed during the year.....	0
Pupils at the close of the year.....	149
Number pupils received by transfer from other schools.....	115
Average number on the rolls during the year.....	169
Average number in daily attendance during the year.....	162
Per cent of attendance during the year.....	951
Cases of tardiness during the year.....	193

TRAINING DEPARTMENT.

The training schools in which each senior must teach eighteen weeks are located in the same building with normal department, six in number, two each of first, second, and third grades, in charge of three training teachers. You readily see that the opportunity for practice is not sufficient to enable the normal pupils to perfect themselves in teaching under actual public school conditions. (See table of statistics attached.)

The normal department offers two courses of study: (a) General course which prepares teachers for the primary grades of the public schools; (b) the kindergarten course.

The single aim of this school is the preparation of teachers for the primary and kindergarten schools of the city.

OUTLINE OF THE NORMAL COURSE.

The work is divided into terms of twelve weeks each.

Junior year.—English, grammar, physiology, geography, nature study, psychology, vocal culture, penmanship, history of education, child study, primary methods, music, drawing, physical culture, observation of work done in training schools.

Senior year—B class.—Psychology, principles of teaching, history of education, English, method, science method, general method, school management.

Senior year—A class.—Teaching in the training schools, under the system of training connected with this school, one class of the senior year may be seen at work at any time. The qualifications of a good teacher are both natural and acquired. The former includes all that we mean by personality, adaptability, love of children, intellectual capacity, executive ability, common sense or tact, happy disposition, and good health. One who lacks any of these will not teach well no matter how much effort she uses in the acquirement of the theory of teaching. The normal school can not create any of these inherited instincts or capacities; it can not make teachers. Its most important function is to discover these traits, to stimulate, to inspire, to train the teacher to fit her into the appropriate place in the schools. Personality can not be tested save through personal contact with the closest and most intelligent observation.

The normal pupil is admitted chiefly on her intellectual ability, therefore the normal school faculty should have the power to dismiss whenever it becomes clear that the student lacks conspicuously the natural qualifications of the good teacher. You will observe that our course of study includes the necessary elements for requiring professional knowledge and technical skill.

1. Educational theory: History of education, psychology, pedagogy, organization and management of schools, the principles and art of teaching, and methods.

2. A thorough study of the subject-matter of the primary school curriculum.

3. Observation of model teaching.

4. Practice in teaching under expert supervision.

5. Criticism.

RECOMMENDATIONS.

1. An eight room building in charge of teachers selected for their skill and ability, to be used by normal students as a school for observation and limited practice. Have one school of each of the elementary grades.

As an observer, the normal student follows the child through all the gradations of school life; as a class instructor she tests her special fitness and strength, finally she is placed in charge of a room in one of the training schools to prove her ability to instruct and her power to govern.

2. That students be allowed to specialize to some extent in their practice work according to their preference or aptitude for primary or grammar classes.

3. The whole scheme be placed under the personal supervision of the principal of the normal school.

4. That the number of training schools be increased in proportion to number of senior students so as to allow one school for each two students.

5. The number of training teachers be increased so as to allow one teacher for each of two schools of same grade. Increase teachers in normal department from three to five.

6. That a course in manual training be added to the curriculum of the school which shall aim to give a knowledge of those subjects most closely connected with the nutrition and care of the human body—cooking, including dietetics, marketing, and serving, home sanitation, and sewing.

7. The course of study in normal school be lengthened to three years. The first year designed to prepare such as possess the natural qualifications of the successful teacher to enter upon the professional course of the normal department.

Outline of the preparatory course: English language, literature, United States history, geography, arithmetic, and English grammar.

We are grateful to you, Mr. Superintendent and your assistants, for kind and sympathetic aid in our endeavor to give to the public schools of our city the very best material in the class regardless of fear or favor.

Through you we extend our thanks to the Board of Education for their courtesies and gracious consideration.

Yours very truly,

LUCY E. MOTEN, *Principal.*

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF THE KINDERGARTEN DEPARTMENT.

NORMAL SCHOOL NO. 2.

SIR: On July 1, 1905, the Board of Education having been empowered to do so by an act of the Fifty-eighth Congress which created a department in Normal School No. 2 for the training of kindergarten teachers, appointed a kindergarten trainer to take charge of the work in the new department.

Realizing the importance of establishing from the first in the department a proper standard, both in character and in scholarship, it was decided that no person who had been previously declared ineligible for admission to the primary department of the normal school should be admitted to the new department. For this reason, in September, 1906, there was conducted a special examination to which were admitted such applicants as had not been denied admission to the school in the regular examination conducted the previous June.

Two of the candidates entering the special examination were admitted and seven of the young ladies previously admitted to the normal school entered the new department. As it had been decided to admit ten students into the kindergarten department another examination was conducted in October, the results of which gave the department its complement.

A kindergartner and an assistant kindergartner for the city schools were assigned to take charge of the work in the kindergarten established for observation and practice of the pupil-teachers, and the work of the whole department was fairly started about October 15, 1905.

During the year 1905-6 the technical work of the department included study of the theory underlying the gifts and occupations, the first 18 mother plays, the kindergarten toys and games, practical work in the gifts and occupations, English as a foundation for storytelling in the kindergarten, with observation in the practice kindergarten. The general exercises of the school were participated in by the kindergarten students whenever it was possible for them to do so, and they attended all the classes in vocal and physical culture, drawing, and music. During October and November the kindergarten department enjoyed the same opportunities for nature study afforded the primary department of the school, but later in the year, for lack of proper facilities, the nature work had to be almost wholly eliminated. This I feel is greatly to be regretted.

The kindergartners in charge of the practice school deserve special commendation for their loyalty and devotion to their work. The pupil teachers, on the whole, exhibited an earnestness for the increased efficiency of the work in the future.

In conclusion I desire to thank you for your courtesy and to express my appreciation of the kindness of all the officials who by their encouragement and support have contributed to the development of this department.

Very respectfully,

CHARLOTTE E. HUNTER,
Kindergarten Trainer.

Mr. A. T. STUART,
Superintendent of Schools.

STATISTICAL REPORT OF THE DIRECTOR OF HIGH SCHOOLS.

CENTRAL HIGH SCHOOL.

TABLE I.—Total enrollment, by years, courses, and sex, 1905-6.

Year.	Academic.			Scientific.			Total.			From last year.	Subsequent admissions.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
First.....	120	132	252	51	105	156	171	237	408		
Second.....	98	127	225	28	82	110	126	209	335		
Third.....	50	94	144	20	41	61	70	135	205		
Fourth.....	37	43	80	9	35	44	46	78	124		
Total.....	305	396	701	108	263	371	413	659	1,072	636	436
Withdrawals.....	48	43	91	34	34	68	82	77	159		
Total at close of year.....	257	353	610	74	229	303	331	582	913		
Graduates.....	37	43	80	6	38	44	43	81	124		

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	974.6	964.5	98.9
October.....	1,027.4	996.7	97.0
November.....	1,019.0	985.6	96.7
December.....	1,003.0	952.2	94.3
January.....	1,007.1	942.1	93.9
February.....	984.4	998.7	94.7
March.....	973.1	908.1	93.2
April.....	959.6	879.5	91.5
May.....	942.5	868.8	92.1
June.....	908.1	835.8	92.0
Total.....	984.3	928.3	94.0

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	36	1,001.0	1,090	74	131			205
1891-92.....	37	937.0	1,025	53	153			206
1892-93.....	39	778.0	851	47	101	11	22	181
1893-94.....	42	835.0	916	33	100	9	25	167
1894-95.....	43	894.0	1,010	36	68	13	42	159
1895-96.....	42	814.0	960	1	1	14	42	58
1896-97.....	44	851.0	966			31	72	103
1897-98.....	43	864.5	994			35	58	93
1898-99.....	43	917.1	1,052			41	66	107
1899-1900.....	47	991.3	1,126			34	42	76
1900-1901.....	49	899.9	985			40	55	95
1901-2 ^a	44	706.3	807			18	64	82
1902-3.....	47	693.2	772			31	72	103
1903-4.....	47	788.0	862			36	59	95
1904-5.....	50	888.1	969			31	73	104
1905-6.....	57	984.3	1,072			43	81	124

^a Technical school separated.

BOARD OF EDUCATION DISTRICT OF COLUMBIA.
EASTERN HIGH SCHOOL.

TABLE I.—*Total enrollment, by years, courses, and sex, 1905-6.*

Year.	Academic.			Scientific.			Total.			From previous year.	At the opening of school.	Subsequent.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
First.....	35	71	106	7	9	16	42	80	122	10	110	12	122
Second.....	30	57	87	2	5	7	32	62	94	88	89	5	94
Third.....	16	32	48	0	4	4	16	36	52	46	48	4	52
Fourth.....	16	26	42	0	3	3	16	29	45	44	44	1	45
Total ..	97	186	283	9	21	30	106	207	313	188	291	22	313
Withdrawals.	25	51	76	3	3	6							82
Total at close of year.....	72	135	207	6	18	24	14	22	36				231
Graduates...	14	19	33	0	3	3							

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	281.0	276.3	98.3
October.....	288.8	277.6	96.1
November.....	282.8	271.7	96.0
December.....	280.9	264.6	94.2
January.....	279.2	264.4	94.6
February.....	276.1	256.9	93.0
March.....	266.5	248.0	93.0
April.....	256.6	237.0	92.3
May.....	242.5	228.7	94.3
June.....	231.9	218.7	94.3
Total	269.0	254.5	94.6

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	7	158.0	189					
1891-92.....	11	239.0	270					
1892-93.....	15	329.0	386	31	37			68
1893-94.....	17	366.0	400	29	48	5	6	88
1894-95.....	19	393.2	452	25	31	9	16	81
1895-96.....	21	394.4	467		1	8	23	32
1896-97.....	21	401.0	453			10	34	44
1897-98.....	21	445.0	511			18	34	52
1898-99.....	21	468.0	538			24	36	60
1899-1900.....	22	460.4	532			20	41	61
1900-1901.....	22	411.2	458			13	42	55
1901-2.....	22	374.6	416			19	39	58
1902-3.....	21	292.0	342			20	28	48
1903-4.....	20	286.0	314			11	33	44
1904-5.....	19	275.9	308			11	37	48
1905-6.....	18	269.0	313			14	22	36

WESTERN HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses and sex, 1905-6.

Year.	Academic.			Scientific.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First.....	77	98	175	7	33	40	84	131	215
Second.....	51	53	104	8	33	41	59	86	145
Third.....	10	15	25	15	8	23	25	23	48
Fourth.....	4	26	30	15	10	25	19	36	55
Total.....	142	192	334	45	84	129	187	276	463
Withdrawals.....	32	40	72	18	22	40	50	62	112
Total at close of year.....	110	152	262	27	62	89	137	214	351
Graduates.....	4	26	30	11	10	21	15	36	51

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	400	393	98.3
October.....	428	416	97.1
November.....	422	407	96.5
December.....	426	404	94.7
January.....	421	400	94.5
February.....	420	394	93.8
March.....	418	387	92.4
April.....	420	395	93.9
May.....	404	379	93.9
June.....	369	349	95.0
Total.....	414	394	95.01

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teach- ers.	Average enroll- ment.	Total enroll- ment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	2	56	64					
1891-92.....	4	107	126					
1892-93.....	7	156	173	8	24			32
1893-94.....	10	181	199	12	33	1	5	51
1894-95.....	11	199	226	7	9		10	26
1895-96.....	12	245	281			5	15	20
1896-97.....	14	231	264			5	18	23
1897-98.....	15	290	320			4	25	29
1898-99.....	17	339	404			9	25	34
1899-1900.....	18	342	405			10	15	25
1900-1901.....	19	323	377			25	23	48
1901-2.....	17	291	338			18	41	59
1902-3.....	15	262	303			14	23	37
1903-4.....	16	300	344			16	32	48
1904-5.....	18	276	261			17	19	36
1905-6.....	21	414	463			15	36	51

BOARD OF EDUCATION DISTRICT OF COLUMBIA.
BUSINESS HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1905-6.*

Year.	Boys.	Girls.	Total.
First.....	179	300	479
Second.....	91	135	226
Total.....	270	435	705
Withdrawals.....			219
Total at close of year.....	51	106	480
Graduates.....			157

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	666	662	99.2
October.....	679	664	97.8
November.....	675	656	97.1
December.....	678	639	95.6
January.....	651	628	96.2
February.....	629	604	95.9
March.....	615	585	95.2
April.....	584	551	93.8
May.....	534	509	95.3
June.....	478	449	93.6
Total.....	621	591	96.2

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1890-91.....	8	274	314				
1891-92.....	9	329	368	17	18	35	16.4
1892-93.....	11	359	389	25	25	50	16.3
1893-94.....	12	410	493	32	28	60	16.1
1894-95.....	13	394	497	21	19	40	16.3
1895-96.....	17	421	532	35	36	71	16.5
1896-97.....	19	435	526	34	40	74	16.4
1897-98.....	20	483	601	41	48	89	16.7
1898-99.....	21	491	594	37	64	101	16.6
1899-1900.....	21	527	664	39	58	97	16.5
1900-1901.....	23	598	745	35	73	108	16.2
1901-2.....	25	603	703	62	94	156	16.2
1902-3.....	25	571	690	59	80	139	16.3
1903-4.....	26	607	713	62	86	148	16.2
1904-5.....	27	583	683	52	113	165	16.7
1905-6.....	31	621	705	51	106	157	16.0

TABLE IV.—Showing enrollment of each white high school for each school year by years, as well as number of graduates each year, etc.

Year.	1901-2.					1902-3.					1903-4.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year.....	^a 320	^a 121	^a 153	^a 469	^a 1,063	204	87	121	483	995	375	136	111	508	1,130
Second year.....	^a 218	92	109	234	653	191	96	90	207	584	219	86	81	205	591
Third year.....	^a 162	57	87	.....	306	152	69	72	.....	293	150	68	69	.....	287
Fourth year.....	107	65	67	.....	239	125	46	59	.....	230	118	53	53	.....	224
Total.....	807	335	416	703	^a 2,261	772	298	342	690	2,102	862	343	314	713	2,232
Graduates:															
Second year.....	82	59	58	156	156	103	37	48	139	139	95	48	44	148	148
Fourth year.....					199					188					187

Year.	1904-5.					1905-6.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year.....	394	189	132	441	1,156	408	215	122	479	1,224
Second year.....	275	80	71	242	668	335	145	94	226	800
Third year.....	171	78	52	.....	301	205	48	52	.....	305
Fourth year.....	129	45	53	.....	227	124	55	45	.....	224
Total.....	969	392	308	683	2,352	1,072	463	313	705	2,553
Graduates:										
Second year.....				165	165					
Fourth year.....	104	36	48	.....	188	124	51	36	157	157
										211

^a Technical school organized separately.

ACADEMIC WHITE HIGH SCHOOLS.

TABLE V.—Showing enrollment in all white academic high schools by classes and the number of graduates, Central to 1889-90, inclusive; all together thereafter.^a

Year.	Class.					Graduates.		College.
	First year.	Second year.	Third year.	Fourth year.	Total.	Third year.	Fourth year.	
1887-88.....	519	290	188	.....	997	^b 207	.....	.....
1888-89.....	586	405	262	.....	1,253	^b 222	.....	.....
1889-90.....	712	438	272	.....	1,422	^b 289	.....	.....
1890-91.....	718	358	267	.....	1,343	^b 205	.....	.....
1891-92.....	703	436	282	.....	1,421	206	.....	.....
1892-93.....	637	439	291	^c 43	1,410	249	.....	.....
1893-94.....	672	431	328	84	1,515	255	33	.....
1894-95.....	759	488	303	138	1,688	176	51	.....
1895-96.....	736	480	324	^d 168	1,708	3	90	.....
1896-97.....	682	465	324	215	1,686	.....	107	37
1897-98.....	807	431	324	228	1,790	.....	170	32
1898-99.....	913	538	282	257	1,990	.....	172	43
1899-1900.....	865	583	357	217	2,022	.....	201	50
1900-1901.....	700	511	338	261	1,810	.....	.....	.....
1901-2.....	594	419	306	239	^e 1,558	.....	198	.....
1902-3.....	512	377	293	230	1,412	.....	199	.....
1903-4.....	622	386	287	224	1,519	.....	188	.....
1904-5.....	715	426	301	227	1,669	.....	187	.....
1905-6.....	745	574	305	224	1,848	.....	188	.....
						.....	211	.....

^a Branch schools established September, 1890.^b Includes second-year graduates of business course.^c First voluntary fourth-year class.^d First compulsory fourth-year class.^e Technical school separated.

TABLE VI.—Showing enrollment in Business High School by classes and the number of graduates from 1890 to 1906.

Year.	Class.			Graduates.
	First year.	Second year.	Total.	
1890-91	308		308	
1891-92	281	84	365	35
1892-93	303	85	388	50
1893-94	344	132	476	60
1894-95	324	155	479	40
1895-96	372	145	517	71
1896-97	376	140	516	74
1897-98	390	169	559	89
1898-99	416	171	587	101
1899-1900	414	226	640	97
1900-1901	564	181	745	108
1901-2	469	234	703	156
1902-3	483	207	690	139
1903-4	508	205	713	148
1904-5	441	242	683	165
1905-6	479	226	705	157

WHITE ACADEMIC HIGH SCHOOLS.

TABLE VII.—Showing enrollment for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.^a

Year.	Class enrollment.						College.
	First year	Second year.	Third year.	Fourth year.	Graduates.		
					Third year.	Fourth year.	
1890.....	519	405	272	.....	<i>b</i> 289	.....	.....
1891.....	586	438	267	.....	<i>b</i> 205	.....	.....
1892.....	712	358	282	.....	206	.....	.....
1893.....	.....	.....	.....	<i>c</i> 43	.....	33	.....
1894.....	718	436	291	.....	249	.....	.....
1895.....	.....	.....	.....	84	.....	51	.....
1896.....	703	439	328	.....	255	.....	.....
1897.....	.....	.....	.....	138	.....	90	.....
1898.....	637	431	303	.....	176	.....	.....
1899.....	.....	.....	.....	<i>d</i> 168	.....	107	37
1900.....	672	488	324	215	.....	170	32
1901-2.....	759	480	324	228	.....	172	43
1902-3.....	736	465	324	257	.....	201	50
1903-4.....	682	431	282	217	.....	.....	.....
1904-5.....	594	419	306	239	.....	199	.....
1905-6.....	512	377	293	230	.....	188	.....
.....	622	386	287	224	.....	187	.....
.....	715	426	301	227	.....	188	.....
.....	745	574	305	224	.....	211	.....

^a Branch schools established September, 1890.^b Includes second-year graduates of business course.^c First voluntary fourth-year class.^d First compulsory fourth-year class.

TABLE VIII.—Showing per cent of survival for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.^a

Year.	Per cent of the immediate preceding class reaching class designated.						Per cent of original first-year class reaching class designated.					
	Second year.	Third year.	Fourth year.	Graduates.		Col-lege.	Second year.	Third year.	Fourth year.	Graduates.		Col-lege.
				Third year.	Fourth year.					Third year.	Fourth year.	
1890												
1891	50.28	78.77		73.03			50.28	39.61		28.93		
1892			15.25		76.74				6.04		4.63	
1893	60.72	66.74		85.57			60.72	40.53		34.68		
1893			28.87		60.71				11.70		7.10	
1894	62.44	74.71		77.74			62.44	46.66		36.27		
1894			42.07		65.21				19.63		12.80	
1895	67.66	70.30		58.08			67.66	47.57		27.63		
1895			55.44		63.69	34.58			26.37		16.80	5.81
1896	72.62	66.40	66.36		79.07	18.82	72.62	48.21	32.00	25.30	25.30	4.76
1897	63.24	67.50	70.37		75.44	24.88	63.24	42.69	30.04		22.66	5.66
1898	63.18	69.68	79.32		78.21	24.88	63.18	44.02	34.92		27.31	6.80
1899	63.20	65.43	76.95				63.20	41.35	31.82			
1900												

^a Branch schools established September, 1890.

BUSINESS HIGH SCHOOL.

TABLE IX.—Showing enrollment and per cent of survival for the Business High School from first year to graduation.

Graduating year.	Class enrollment.			Per cent of the immediately preceding class reaching class designated.		Per cent of original first-year class reaching class designated.	
	First year.	Second year.	Graduates.	Second year.	Graduates.	Second year.	Graduates.
1892	308	84	35	27	42	27	11
1893	281	85	50	30	59	30	18
1894	303	132	60	44	45	44	20
1895	344	155	40	45	26	45	12
1896	324	145	71	45	49	45	22
1897	372	140	74	38	53	38	20
1898	376	169	89	45	53	45	24
1899	390	171	101	44	59	44	26
1900	416	226	97	54	43	54	23
1901	464	181	108	32	60	32	19
1902	469	234	156	50	67	50	33
1903	483	207	139	44	67	44	30
1904	508	205	148	42	72	42	31
1905	441	242	165	48	68	48	32
1906	479	226	157	51	70	51	36

M STREET HIGH SCHOOL.

TABLE I.—Total enrollment by years, courses, and sex, 1905-6.

Year.	Academic.			Scientific.			English history.			Normal.			Total.			From last year.	Admissions.	To college.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
First	35	39	74	9	0	9	2	0	2	15	105	120	61	144	205			
Second	119	6	25	18	1	19	0	0	0	15	94	109	52	101	153			
Third	3	6	9	15	0	15	4	0	4	5	67	72	27	73	100			
Fourth	4	1	5	1	0	1	0	8	8	25	39	64	30	48	78	326	210	7
Total	61	52	113	43	1	44	6	8	14	60	305	365	170	366	536			
Withdrawals	4	2	6	3	0	3	0	0	0	10	17	27	17	19	36			
Total at close of year	57	50	107	40	1	41	6	8	14	50	288	338	153	347	500			
Graduates	5	3	8	1	0	1	0	0	0	7	47	54	13	50	63			

TABLE II.—Showing average enrollment, average attendance, and per cent of attendance.

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	510.0	505.2	
October.....	519.0	508.2	99.0
November.....	518.9	506.3	97.9
December.....	517.1	499.6	97.5
January.....	510.3	489.0	96.6
February.....	502.7	478.3	95.8
March.....	483.3	458.6	95.1
April.....	493.0	473.0	94.9
May.....	484.0	460	95.9
June.....	470.0	454.2	95.0
Total.....	481.7	464.1	96.3

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Nun.ber of teachers.	Average enroll- ment.	Total enroll- ment.	Number of graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890-91.....	14	345	376	21	65			86
1891-92.....	17	346	407	19	50			69
1892-93.....	18	400	444	29	61			90
1893-94.....	19	426	460	28	71			99
1894-95.....	22	550	618			48	83	131
1895-96.....	24	594	675			20	29	49
1896-97.....	26	640	736			22	57	79
1897-98.....	27	593	690			27	76	103
1898-99.....	29	586	678			26	66	92
1899-1900.....	31	633	704			35	64	99
1900-1901.....	31	624	749			18	63	81
1901-2.....	24	530	664			21	61	82
1902-3.....	24	530	571			20	82	102
1903-4.....	25	491	537			24	64	88
1904-5.....	25	476	516			18	65	83
1905-6.....	29	481	536			13	50	63

Very respectfully,

Mr. A. T. STUART,
Superintendent of Schools.

P. M. HUGHES, *Director.*

Name, location, description, and cost of school buildings owned.

No. of building.	Name	Location.	Style of building.	Size.	Description.
				<i>Feet.</i>	
43	High schools: Central.....	O, between 6th and 7th streets NW.	Brick...	197 by 55	Three stories and basement.
85	Eastern.....	7th and C streets SE....	do...	86 by 164	do.....
117	Western.....	35th and T streets NW	do...	69½ by 174½	do.....
144	Business.....	Rhode Island avenue, between 8th and 9th streets NW.	do...		do.....
130	Manual Training School: McKinley.....	Rhode Island avenue and 7th street NW.	do...		do.....
65	First division: Adams.....	R street, between 17th street and New Hampshire avenue NW.	do...	73 by 83	Two stories and basement.
66	Berret.....	14th and Q streets NW.	do...	50 by 100	Three stories and basement.
52	Dennison.....	S, between 13th and 14th streets NW.	do...	92 by 89	do.....
32	Force.....	Massachusetts avenue, between 17th and 18th streets NW.	do...	90 by 73	do.....
15	Franklin.....	13th and K streets NW.	do...	148 by 79	do.....
84	Harrison.....	13th, between V and W streets NW.	do...	75 by 101	Two stories and basement.
119	Hubbard.....	Kenyon street, between 11th and 12th streets NW.	do...		do.....
95	Johnson.....	School and Grant streets, Mount Pleasant.	do...		do.....
21	Johnson Annex.....	School street, Mount Pleasant.	Frame.....		Two stories.....
125	Morgan.....	V, between Champlain and 18th streets NW.	Brick...	65 by 96	Two stories and basement.
146	Ross.....	Harvard street, between 11th and 13th streets NW.	do...	81½ by 84½	do.....
29	Thomson.....	12th, between K and L streets NW.	do...	91 by 28	Three stories and basement.
27	Second division: Abbot.....	New York avenue and L street NW.	do...	102 by 42	do.....
143	Gage.....	2d street above U street NW.	do...		Two stories and basement.
33	Henry.....	O, between 6th and 7th streets NW.	do...	89 by 73	Three stories and basement.
44	Morse.....	R, between New Jersey avenue and 5th street NW.	do...	81 by 69	Two stories and basement.
57	Phelps.....	Vermont avenue, between T and U streets NW.	do...	70 by 40	do.....
86	Polk.....	7th and P streets NW.	do...	70 by 84	do.....
22	Seaton.....	I, between 2d and 3d streets NW.	do...	94 by 69	Three stories and basement.
45	Twining.....	3d, between N and O streets NW.	do...	81 by 69	Two stories and basement.
51	Webster.....	10th and H streets NW.	do...	107 by 84	Three stories and basement.
46	Third division: Brent.....	3d and D streets SE....	do...	81 by 69	Two stories and basement.
120	Dent.....	2d street and South Carolina avenue SE.	do...	36 by 95	do.....
135	Edmonds.....	9th and D streets NE....	do...		do.....
115	Hilton.....	6th, between B and C streets NE.	do...	57½ by 93½	do.....
67	Lenox.....	5th street, between G street and Virginia avenue SE.	do...	70 by 83	do.....
55	Maury.....	B, between 12th and 13th streets NE.	do...	70 by 84	do.....
31	Peabody.....	C and 5th streets NE....	do...	90 by 90	Three stories and basement.
141	B. B. French Manual Training School.....	7th and G streets SE....	do...		Two stories.....
59	Towers.....	8th and C streets SE....	do...	56 by 104	Two stories and basement.
4	Wallach.....	D, between 7th and 8th streets SE.	do...	99 by 76	Three stories and basement.

a Part of Wallach site.

b Part of Johnson School site.

BOARD OF EDUCATION DISTRICT OF COLUMBIA.

Name, location, description, and cost of school buildings owned.

143

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Steam.....	1883	49	Sq. feet. 96,300	\$137,625.00		
do.....	1891	22	(a)	(a)	\$118,078.00	\$255,703.00
do.....	1898	29	135,278	37,000.00	77,000.00	77,000.00
do.....	1905			72,500.00	101,084.36	138,084.36
					166,957.58	239,457.58
do.....	1902	18	20,685	48,000.00	121,072.27	169,072.27
Furnace.....	1888	8	11,460	17,240.00	26,652.00	43,892.00
do.....	1889	9	5,000	15,000.00	25,048.50	40,048.50
Steam.....	1884	12	24,648	23,200.00	45,181.00	68,381.00
do.....	1879	12	21,828	60,000.00	36,215.00	96,215.00
do.....	1869	17	14,946	41,100.00	188,000.00	229,100.00
Furnace.....	1890	8	11,540	19,200.00	27,796.00	46,996.00
do.....	1900	8	15,626	9,375.60	38,046.44	47,422.04
do.....	1895	8	25,530	12,265.00	28,846.47	41,111.47
Stoves.....	1871	4	(b)	(b)	9,300.00	9,300.00
Furnace.....	1901	8	15,250	17,000.00	36,446.00	53,446.00
do.....	1906	8	28,020	14,500.00	43,213.87	57,713.87
do.....	1877	6	3,229	6,780.00	8,000.00	14,780.00
do.....	1876	9	6,448	16,120.00	20,000.00	36,120.00
do.....	1904	8		12,000.00	45,589.60	57,589.60
Steam.....	1880	12	(c)	(c)	45,000.00	45,000.00
Furnace.....	1883	8	18,318	11,500.00	23,670.00	35,170.00
do.....	1887	8	11,468	19,466.00	24,521.00	43,987.00
do.....	1891	8	(c)	(c)	27,000.00	27,000.00
Steam.....	1871	12	18,750	24,375.00	35,000.00	59,375.00
Furnace.....	1883	8	18,717	11,230.00	24,070.00	35,300.00
Steam.....	1884	12	8,418	21,000.00	41,053.00	62,053.00
Furnace.....	1883	8	8,500	8,500.00	22,065.00	30,565.00
do.....	1900	8	12,920	12,195.00	34,536.05	46,731.05
do.....	1903	8		13,812.00	55,000.00	68,812.00
do.....	1898	8	7,500	11,000.00	28,368.25	39,368.25
do.....	1889	8	10,928	5,500.00	25,135.00	30,635.00
do.....	1886	8	18,792	6,000.00	25,798.00	31,798.00
Steam.....	1879	12	14,620	21,900.00	38,150.00	60,050.00
Furnace.....	{ 1840 }	4	3,163	2,370.00	d 22,038.00	24,408.00
do.....	{ 1904 }	8	(a)	(a)	24,999.00	24,999.00
Steam.....	1864	14	107,834	106,436.00	40,000.00	146,436.00

c Part of Central High School site.

d Includes cost of old building, \$1,200.

Name, location, description, and cost of school buildings owned—Continued.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
	Fourth division:			<i>Feet.</i>	
42	Amidon.....	F and 6th streets SW...	Brick...	81 by 69	Two stories and basement.
70	Arthur.....	Arthur place, between B and C streets NW.	do...	67 by 84	do.
123	Bowen, Sayles J.....	3d and K streets SW.	do...	275 by 102	do.
60	Bradley.....	13½, between C and D streets SW.	do...	70 by 84	do.
105	Greenleaf.....	4½, between M and N streets SW.	do...		do.
23	Jefferson.....	D and 6th streets SW...	do...	172 by 88	Three stories and basement.
16	McCormick.....	3d, between M and N streets SE.	do...	55 by 55	Two stories and basement.
17	Potomac.....	12th, between Maryland avenue and E street SW.	do...	72 by 32	Two stories.
64	Smallwood.....	I, between 3d and 4½ streets SW.	do...	70 by 83	Two stories and basement.
	Fifth division:				
63	Addison.....	P, between 32d and 33d streets NW.	do...	54 by 98	do.
25	Conduit Road.....	Conduit road.....	Frame.		One story.
68	Corcoran.....	28th street, between M street and Olive avenue NW.	Brick...	68 by 82	Two stories and basement.
26	Curtis.....	O, between 32d and 33d streets NW.	do...	97 by 79	Three stories and basement.
92	Fillmore.....	35th, between R and S streets NW.	do...	70 by 84	Two stories and basement.
41	Grant.....	G, between 21st and 22d streets NW.	do...	92 by 88	Three stories and basement.
1	High Street.....	Wisconsin avenue NW.	Frame..	58 by 30	Two stories.
69	Jackson.....	R between 30th and 31st streets NW.	Brick...	70 by 84	Two stories and basement.
110	Reservoir.....	Conduit road.....	Frame.		Two stories.
14	Threlkeld.....	36th street and Prospect avenue NW.	Brick...	75 by 29	do.
114	Toner.....	24th and F streets NW...	do...	67 by 85	Two stories and basement.
54	Weightman.....	23d and M streets NW...	do...	76 by 83	do.
	Sixth division:				
48	Benning.....	Benning, D. C.....	do...		Two stories.
50	Blair.....	I, between 6th and 7th streets NE.	do...	70 by 84	Two stories and basement.
145	Blow.....	19th street and Benning road NE.	do...	80½ by 83½	Two stories and basement.
37	Hamilton.....	Bladensburg road, D. C.	do...		Two stories.
128	Kenilworth.....	Anacostia avenue, Kenilworth, D. C.	do...	36 by 100	do.
142	Ludlow.....	6th and G streets NE...	do...		Two stories and basement.
71	Madison.....	10th and G streets NE...	do...	70 by 84	do.
94	Pierce.....	14th and G streets NE...	do...	70 by 84	do.
88	Taylor.....	7th, between F and G streets NE.	do...	70 by 84	do.
121	Webb.....	15th and Rosedale streets NE.	do...	153 by 20	do.
136	Wheatley.....	12th and N streets NE...	do...		do.
	Seventh division:				
104	Brightwood.....	Brightwood, D. C.....	do...		do.
113	Chevy Chase.....	Connecticut avenue extended.	Frame.		Two stories.
72	Monroe.....	Columbia road, between Brightwood and Sherman avenues NW.	Brick...	70 by 84	Two stories and basement.
131	Petworth.....	Philadelphia street, near Brightwood avenue NW.	do...	48 by 85	do.
118	Takoma.....	Takoma Park.....	do...	160 by 187	do.
102	Tenley.....	Tenley, D. C.....	do...		do.
101	Woodburn.....	Riggs road, near Blair road.	do...		do.
13	Bates Road ^a	Bates road, near Soldiers' Home.	do...	31 by 61	One story.
2	Tunlaw Road ^b	Tunlaw road, near Loughborough road.	do...		do.

^a Used as a storeroom.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Furnace.....	1882	8	8,953	\$7,835.00	\$18,232.00	\$26,067.00
do.....	1889	8	19,590	15,672.00	27,652.00	43,324.00
Steam.....	1901	8	28,050	13,500.00	35,836.35	49,336.35
Furnace.....	1887	8	13,189	6,594.00	24,992.00	31,586.00
do.....	1896	8	15,000	10,500.00	24,527.00	35,027.00
Steam.....	1872	20	69,788	38,400.00	72,000.00	110,400.00
Furnace.....	1870	4	13,575	4,395.00	7,000.00	11,395.00
Stoves.....	1870	4	5,837	2,918.00	4,500.00	7,418.00
Furnace.....	1888	8	14,190	8,519.00	26,652.00	35,171.00
do.....	1885	8	12,450	7,470.70	29,313.00	36,783.70
Stoves.....	1874	1	10,890	1,089.00	1,200.00	2,289.00
Furnace.....	1889	8	14,400	7,700.00	25,952.00	33,652.00
Steam.....	1875	10	24,396	18,500.00	60,000.00	78,500.00
Furnace.....	1892	8	18,204	9,925.00	27,046.46	36,971.46
Steam.....	1882	12	21,033	16,826.00	40,428.00	57,254.00
Stoves.....	1853	4	7,296	4,330.00	3,000.00	7,330.00
Furnace.....	1889	8	17,825	10,700.00	28,731.00	39,431.00
do.....	1897	4	89,760	2,000.00	5,992.18	7,992.18
Stoves.....	1868	4	5,068	3,500.00	5,000.00	8,500.00
Furnace.....	1898	8	10,719	8,763.50	29,055.29	37,818.79
do.....	1886	8	13,712	13,712.00	29,324.00	43,036.00
Stoves.....	1883	4	43,560	2,178.00	8,935.00	11,113.00
Furnace.....	1884	8	22,013	6,600.00	22,071.00	28,671.00
do.....	1906	8	54,750	11,750.00	45,475.20	57,225.20
Stoves.....	1881	4	32,670	800.00	4,000.00	4,800.00
Furnace.....	1901	4	20,280	2,000.00	22,946.00	24,946.00
do.....	1904	8	-----	13,769.37	42,539.83	56,309.20
do.....	1889	8	9,980	6,468.00	25,644.00	32,112.00
do.....	1894	8	10,000	10,000.00	26,152.00	36,152.00
do.....	1891	8	12,650	8,475.50	26,524.50	35,000.00
do.....	1900	8	18,360	8,924.95	33,856.39	42,781.34
do.....	1903	8	-----	7,500.00	47,497.00	54,997.00
Steam.....	{ 1888 }	8	18,234	5,470.00	20,885.00	26,355.00
Furnace.....	{ 1896 }	4	40,000	6,000.00	9,837.48	15,837.48
do.....	1889	8	15,000	4,500.00	23,988.00	28,488.00
do.....	1902	4	18,135	5,500.00	23,143.00	28,643.00
do.....	{ 1899 }	8	29,920	2,992.00	19,611.78	22,603.78
Steam.....	{ 1903 }	8	43,560	10,890.00	27,920.00	38,810.00
Furnace.....	{ 1882 }	4	53,930	2,695.50	10,210.00	12,905.50
Stoves.....	{ 1866 }	2	43,560	400.00	1,600.00	2,000.00
do.....	{ 1868 }	1	43,560	150.00	500.00	650.00
	1864					

b Burned down in March, 1874.

Name, location, description, and cost of school buildings owned—Continued.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
				<i>Feet.</i>	
96	Eighth division: Buchanan.....	E, between 13th and 14th streets SE.	Brick.....		Two stories and basement.
137	Cranch.....	12th and G streets SE.	do.....	79 by 36	Two stories and basement.
83	Tyler.....	11th, between G and I streets SE.	do.....	70 by 84	Two stories and basement.
3	Anacostia Road ^b	Anacostia road.....	Frame.....		One story.....
111	Congress Heights.....	Congress Heights, D. C.	Brick.....		Two stories and basement.
73	Good Hope ^c	Good Hope, D. C.....	Frame.....		One story.....
138	Stanton.....	Good Hope Hill.....	Brick.....		One story and basement.
87	Van Buren.....	Jefferson street, Anacostia, D. C.	do.....		Two stories and basement.
38	Van Buren Annex.....	do.....	do.....		Three stories.....
122	Orr.....	Prout street, Twining City.	do.....	150 by 125	Two stories and basement.
61	Ninth division: Blake.....	North Capitol, between K and L streets NW.	do.....	70 by 84	Two stories and basement.
103	Brookland.....	Brookland, D. C., 10th and Monroe streets.	do.....		do.....
58	Carbery.....	5th, between D and E streets NE.	do.....	70 by 84	do.....
116	Eckington.....	1st street and Quincy place NE.	do.....	72 by 94	do.....
133	Emery.....	Lincoln avenue and Prospect street NE.	do.....	86 by 134	do.....
36	Gales.....	1st and G streets NW.	do.....	90 by 66	Three stories.....
107	Hayes.....	5th and K streets NE.	do.....	70½ by 93½	Two stories and basement.
108	Langdon.....	Langdon, D. C., Queens Chapel road.	Frame.....		Two stories.....
9	Queens Chapel Road.	On Langdon site.....	do.....	25 by 31	One story.....
82	High school: Colored— M Street.....	M street, between 1st street and New Jersey avenue NW.	Brick.....	80 by 147	Three stories and basement.
129	Manual training school: Armstrong.....	P, between 1st and 3d streets NW.	do.....		Two stories and basement.
75	Tenth division: Briggs.....	22d and E streets NW.	do.....	67 by 83	do.....
6	Chain Bridge Road.....	Chain Bridge road, near Conduit road.	Frame.....		One story.....
10	Chamberlain ^c	East street, Georgetown.	do.....		Two stories.....
35	Grant road ^b	Grant road, bet. Wisconsin and Connecticut avenues extended.	do.....		One story.....
62	Magruder.....	M, between 16th and 17th streets NW.	Brick.....	56 by 104	Two stories and basement.
140	Montgomery.....	27th, between I and K streets NW.	do.....		do.....
81	Phillips.....	N, between 27th and 28th streets NW.	do.....	70 by 84	do.....
139	Reno.....	Fort Reno, D. C.....	do.....		One story and basement.
97	Stevens.....	21st, between K and L streets NW.	do.....		Three stories and basement.
19	Sumner.....	17th and M streets NW.	do.....	94 by 69	do.....
49	Wormley.....	Prospect avenue, between 33d and 34th streets NW.	do.....	70 by 84	Two stories and basement.
39	Eleventh division: Banneker.....	3d, between K and L streets NW.	do.....	81 by 69	do.....
24	Benning Road Annex. ^d	Benning road.....	Frame.....		One story.....
56	Benning Road.....	do.....	do.....		do.....
91	Burrville.....	Burrville, D. C.....	do.....		Two stories.....
30	Cook, John F.....	O, between 4th and 5th streets NW.	Brick.....	96 by 58	Three stories.....
99	Douglass.....	1st and Pierce streets NW.	do.....		Two stories and basement.

^a Increased by \$1,800 spent in 1903.

^b Abandoned.

^c Used as a cooking school.

^d Part of Langdon site.

^e Razed to the ground.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Furnace.....	1895	8	<i>Sq. feet.</i> 20,584	\$10,000.00	\$27,562.43	\$37,562.43
Steam.....	{ 1872	8	7,776	a 6,940.00	41,543.00	48,483.00
Furnace.....	{ 1903	8	11,588	8,691.00	25,972.00	34,663.00
	1890					
Stoves.....	1864	1	43,560	1,310.00	600.00	1,910.00
Furnace.....	1898	8	10,760	3,320.00	23,000.00	26,320.00
Stoves.....	1889	2	21,780	750.00	4,462.00	5,212.00
Furnace.....	1903	4		2,287.00	24,050.00	26,337.00
do.....	1891	8	15,600	25,000.00	26,864.00	51,864.00
Stoves.....	1881	6	15,600	2,500.00	6,837.00	9,337.00
Furnace.....	1900	4	18,750	2,411.24	22,294.68	24,705.92
do.....	1887	8	10,995	9,985.00	24,973.00	34,958.00
Steam.....	{ 1891	12	15,000	2,475.00	21,552.00	24,027.00
	{ 1896					
Furnace.....	{ 1903	8	11,751	8,800.00	29,980.00	38,780.00
	1887					
do.....	1898	8	13,500	10,800.00	28,383.74	39,183.74
Steam.....	1902	12	20,227	14,713.00	42,269.00	56,982.00
do.....	1881	12	12,764	22,300.00	40,116.00	62,416.00
Furnace.....	1897	8	13,671	9,999.45	28,979.61	38,979.06
do.....	1897	4	43,560	800.00	7,964.11	8,764.11
Stoves.....	1865	1	(d)	(d)	500.00	500.00
Steam.....	1890	24	24,591	24,592.00	82,317.00	106,909.00
Steam.....	1902	17	30,375	15,198.50	118,206.21	133,404.71
Furnace.....	1889	8	9,202	8,500.00	24,619.00	33,119.00
Stoves.....	1865	1	21,780	1,100.00	500.00	1,600.00
	1866		5,800	2,000.00		2,000.00
Stoves.....	{ 1864	2	43,560	4,356.00	1,200.00	5,556.00
	{ 1880					
Furnace.....	1887	8		f 29,113.00	25,973.00	55,086.00
do.....	1903	8		7,500.00	46,881.00	54,381.00
do.....	1890	8	13,302	11,400.00	26,066.00	37,466.00
do.....	1903	4		3,000.00	23,849.00	26,849.00
Steam.....	{ 1868	20	16,481	16,481.00	40,000.00	56,481.00
	{ 1896					
do.....	{ 1871	10	11,984	25,156.00	70,000.00	95,156.00
Furnace.....	{ 1884	8	13,240	6,600.00	23,495.00	30,095.00
do.....	1882	8	9,653	10,600.00	20,000.00	30,600.00
Stoves.....	{ 1864	2	(h)		i 1,000.00	1,000.00
	{ 1874					
do.....	{ 1886	2	21,780	900.00	3,135.00	4,035.00
do.....	{ 1888	2	15,000	600.00	2,750.00	3,350.00
	{ 1892					
Furnace.....	{ 1868	11	8,640	6,900.00	18,000.00	24,900.00
	{ 1877					
do.....	{ 1896	8	9,600	10,560.00	26,296.00	36,856.00

f Includes the cost of two lots adjoining Magruder School—lots 22 and 23, square 182.

g One room used for cooking and carpentry and one room for grades.

h Part of original site.

i Estimated.

Name, location, description, and cost of school buildings owned—Continued.

No. of building.	Name.	Location.	Style of building.	Size.	Description.
				<i>Feet.</i>	
	Eleventh division—Con.				
100	Ivy City.....	Ivy City, D. C.....	Frame.....		One story.....
77	Jones.....	1st and L streets NW.....	Brick.....	67 by 83	Two stories and basement.
90	Logan.....	3d and G streets NE.....	do.....	70 by 84	do.....
124	Lovejoy.....	12th and D streets NE.....	do.....	75 by 87½	do.....
98	Payne.....	15th and C streets SE.....	do.....		do.....
134	Simmons, Abby S.....	Pierce, between 1st street and New Jersey avenue NW.....	do.....		do.....
	Twelfth division:				
172	Bruce.....	Marshall street, between Brightwood and Sherman avenues NW.....	do.....	71½ by 86	do.....
47	Bunker Hill Road.....	Bunker Hill road.....	do.....		One story.....
11	Fort Slocum ^a	Blair road.....	Frame.....		do.....
34	Garnet.....	10th and U streets NW.....	do.....	90 by 73	Three stories and basement.
76	Garrison.....	12th, between R and S streets NW.....	Brick.....	70 by 84	Two stories and basement.
132	Langston.....	P, between North Capitol and 1st streets NW.....	do.....	70 by 105	do.....
8	Military Road.....	Military road, near Brightwood.....	Frame.....		One story.....
40	Mott.....	{ Trumbull and 6th streets NW.....	{ Frame and brick.....		Two stories.....
93	Patterson.....	Vermont avenue, near U street NW.....	Brick.....	70 by 84	Two stories and basement.
80	Slater.....	P, between North Capitol and 1st streets NW.....	do.....	70 by 84	do.....
89	Wilson.....	17th, between Euclid street and Kalorama road.....	do.....	70 by 84	do.....
5	Military Road ^a	Military road, near Broad Branch road.....	Frame.....	26 by 34	One story.....
7	Brightwood ^a	Brightwood, near Rock Creek Ford road.....	do.....	21 by 34	do.....
12	Brentwood Road ^c	Brentwood road, near Queens Chapel road.....	do.....		do.....
	Thirteenth division:				
79	Ambush.....	L, between 6th and 7th streets SW.....	Brick.....	70 by 84	Two stories and basement.
109	Anthony Bowen.....	9th and E streets SW.....	do.....	70 by 92½	do.....
78	Bell.....	1st, between B and C streets SW.....	do.....	67 by 83	do.....
74	Birney Annex.....	Rear Nichols avenue, Hillsdale, D. C.....	Frame.....		Two stories.....
127	Birney.....	Nichols avenue, Hillsdale, D. C.....	Brick.....	136 by 320	Two stories and basement.
106	Garfield.....	Garfield, D. C.....	Frame.....		Two stories.....
63	Giddings.....	G, between 3d and 4th streets SE.....	Brick.....	70 by 84	Two stories and basement.
20	Hillsdale ^d	Nichols avenue, Hillsdale, D. C.....	Frame.....		Two stories.....
18	Lincoln.....	2d and C streets SE.....	Brick.....	75 by 68	Three stories and basement.
28	Randall.....	1st and I streets SW.....	do.....	90 by 72	Three stories.....
126	Syphax.....	Half, between N and O streets SW.....	do.....	81 by 85	Two stories and basement.
	Total.....				

^a Abandoned.

^b Part of Garnet School site.

^c Demolished.

^d Part of original Birney site.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			<i>Sq. feet.</i>			
Stoves.....	1896	2	7,200	\$3,600.00	\$2,604.38	\$6,204.38
Furnace.....	1889	8	14,866	11,100.00	25,396.00	36,496.00
do.....	1891	8	9,125	8,486.25	26,513.75	35,000.00
do.....	1872	8	14,610	5,000.00	36,136.08	41,136.08
do.....	1901	8	8,480	4,240.00	22,695.00	26,935.00
do.....	1896	8		9,886.00	52,000.00	61,886.00
do.....	1903	8				
do.....	1898	8	30,000	7,650.00	29,083.13	36,733.13
Stoves.....	1883	1	43,560	900.00	2,700.00	3,600.00
do.....	1867	1	21,780	1,089.00	500.00	1,589.00
Steam.....	1880	12	28,480	22,800.00	35,000.00	57,800.00
Furnace.....	1889	8	14,400	16,200.00	24,540.00	40,740.00
do.....	1902	8	18,000	13,500.00	36,855.00	50,355.00
Stoves.....	1865	2	43,560	3,500.00	1,200.00	4,700.00
do.....	1871	10	18,150	9,075.00	17,428.00	26,503.00
Furnace.....	1882	8	(b)	(b)	26,118.00	26,118.00
do.....	1893	8	12,000	11,000.00	26,067.00	37,067.00
do.....	1890	8	15,000	9,000.00	26,000.00	35,000.00
do.....	1891	8	15,000	9,000.00	26,000.00	35,000.00
Stoves.....	1864	1	21,780	100.00	400.00	500.00
do.....	1865	1	21,780	150.00	600.00	750.00
do.....	1867	1	21,780	100.00	500.00	600.00
Furnace.....	1889	8	11,000	11,750.00	23,885.00	35,635.00
do.....	1867	8	10,555	10,600.00	27,129.63	37,729.63
do.....	1897	8	11,920	9,536.00	25,609.00	35,145.00
Stoves.....	1889	4	(d)	(d)	e 2,000.00	2,000.00
Furnace.....	1901	8	43,560	2,500.00	37,911.05	40,411.05
Stoves.....	1887	6	43,560	900.00	5,247.00	6,147.00
Furnace.....	1896	8		f 9,132.00	24,952.00	34,084.00
Stoves.....	1887	8				
Stoves.....	1871	h 4	41,832	1,700.00	5,000.00	6,700.00
Steam.....	1871	12	11,600	17,400.00	20,000.00	37,400.00
Furnace.....	1876	12	9,088	5,500.00	40,000.00	45,500.00
Steam.....	1901	8	19,030	5,754.00	39,237.00	44,991.00
				1,703,888.56	4,294,196.65	5,998,085.21

e Estimated.

f Increased by cost of additional ground included.

g Used for manual training and cooking schools.

h Reduced by abandoning two rooms.

MAP OF THE DISTRICT OF COLUMBIA SHOWING LOCATION OF SCHOOLS

WHITE SCHOOLS
 COLORED SCHOOLS
 LOT ONLY OR UNOCCUPIED

SCALE

AUTHORITIES.

District of Columbia Survey Charts, U.S. G. & S. Survey.
 Records of the Office of the Surveyor, District of Columbia.
 Special Surveys made for preparing a Plan for High-
 way Extensions, District of Columbia outside of the
 City of Washington.

NOTES:

Elevations are in feet and are referred to the
 plane 2.85 feet above half tide level of the Po-
 tomac River.

